DOCUMENT RESUME

ED 377 643 EC 303 571

TITLE	Comprehensive System of Personnel Development (CSPD) for Leadership and Change. Proceedings of the Annual Conference (2nd, Washington, D.C., May 18-21, 1994).
INSTITUTION	Academy for Educational Development, Inc., Washington, D.C.; Council for Exceptional Children, Reston, Va.; National Association of State Directors of Special Education, Alexandria, VA.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	May 94
CONTRACT	H029V30001
NOTE	149p.; Produced by the Networking System for Training Education Personnel (NASDSE) and the National Institute on CSPD Collaboration (CEC).
AVAILABLE FROM	National Association of State Directors of Special Education, 1800 Diagonal Rd., Suite 320, Alexandria, VA 22314 ($11.50).
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Disabilities; Elementary Secondary Education; Higher Education; *Leadership; Marketing; Personnel Management; *Professional Development; Special Education; *Staff Development; Teacher Education; Teacher Evaluation; Technical Assistance
IDENTIFIERS	*Comprehensive System of Personnel Development

ABSTRACT

This document presents the proceedings of a conference on the Comprehensive System of Personnel Development in the field of special education. Keynote presentations include: "Special Education: Leadership for Change--A Social Marketing Perspective" (William A. Smith); remarks by Thomas Hehir addressing the status of special education and emphases within the U.S. Department of Education; and "Power Marketing: 7 Steps to Success" (Cindy C. Savar). Abstracts are presented from concurrent sessions on total quality management, a doctoral program in special education, a consultation model for state systems, rural personnel issues, performance assessment, certification, health care reform, leadership communication, facilitation of change, transition services, teacher retraining, paratherapist training, college programs, regional teams, mentor teachers, teacher competencies, inclusion, minority institutions, allied health/related service providers, collaboration, and portfolio assessment. Abstracts also include descriptions of programs in Montana, Georgia, Alabama, Kansas, Maine, Oklahoma, and the Navajo Nation. Handouts from a technical assistance roundtable session provide information on the Networking System for Training Education Personnel, Regional Resource Centers and the Federal Resource Center, and the National Early Childhood Technical Assistance System. The document concludes with summaries of topics discussed during lunch dialogue groups and directories of presenters, planning committee members, facilitators, participants, and exhibitors. (JDD)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 377 643

PROCEEDINGS

OF

The SECOND ANNUAL CONFERENCE

Comprehensive System of Personnel Development (CSPD)
For
Leadership and Change

CSPD

Co-Sponsored By:

U.S. Office of Special Education Programs

Networking System for Training Education Personnel
National Association of State Directors of Special Education

National Institute on CSPD Collaboration
Council for Exceptional Children

Academy for Educational Development

May 18 - 21, 1994
Washington, D.C.

EC 303571

BEST COPY AVAILABLE

This document represents the proceedings of the Second Annual Conference Comprehensive System of Personnel Development for Leadership and Change, cosponsored by the Office of Special Education Programs, U.S. Department of Education; the Networking System for Training Education Personnel, National Association of State Directors of Special Education; the National Institute on CSPD Collaboration, Council for Exceptional Children; and the Academy for Educational Development. The proceedings was developed through Award #H029V30001.

This information is copyright free unless otherwise indicated. Readers are encouraged to copy and share it, but please credit the National Association of State Directors of Special Education.

The Second Annual Conference on the Comprehensive System of Personnel Development for Leadership and Change was held in Washington, D.C., in May, 1994. The Conference represented the collaborative efforts of the U.S. Department of Education, Office of Special Education Programs (OSEP), the Networking System for Training Education Personnel (National Association of State Directors of Special Education), the National Institute on CSPD Collaboration (Council for Exceptional Children)[1], and the Academy for Educational Development.

The Comprehensive System of Personnel Development (CSPD), a requirement of federal laws (e.g., Individuals with Disabilities Education Act), addresses personnel preparation (preservice, inservice and continuing education), participatory planning, needs assessment, dissemination of information, technical assistance, adoption of promising practices, and evaluation. The System is the sum of all of the efforts, interests, mechanisms, resources, and people who interact around issues influencing the supply and quality of special education and related services personnel.

Since, State Education Agencies (SEAs) are responsible for the development and implementation of CSPD, the National Association of State Directors of Special Education (NASDSE) was pleased to be a co-sponsor of the Conference. NASDSE is a not-for-profit organization that promotes and supports education programs for students with disabilities in the United States and outlying areas. NASDSE's membership includes the State Directors of Special Education and other persons who have specific responsibilities for directing, coordinating, or supervising programs and services regarding the education of students with disabilities.

NASDSE views the CSPD Conference as one vehicle by which a comprehensive state, regional, and national coordinated CSPD system can be more fully aligned and developed. As we approach the 21st century, it is an appropriate time to focus on the current status of the CSPD. Current reform movements are shaping challenges, possibilities, and constraints for the professional community. The foundation of many reforms is professional preparation and development. For example, Goal 7 of Goals 2000: Educate America Act (P.L. 103-227) addresses teacher education and professional development. "By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century." As we engage in implementing Goals 2000, it is important that we come together to share and learn from one another, to grapple with critical challenges, and support one another as represented by the CSPD Conference.

---

[1] The Networking System for Training Education Personnel is a cooperative agreement between OSEP and the National Association of State Directors of Special Education to provide technical assistance to State Education Agencies regarding CSPD. The National Institute on CSPD Collaboration is an OSEP-funded project which assists SEAs in strategic planning for CSPD.

TABLE OF CONTENTS

Page

I. Conference Program Agenda 1

II. Keynote Presentations 11
Biosketch and Keynote Remarks by William Smith 12
Biosketch and Keynote Remarks by Thomas Hehir 24
Dialogue with Thomas Hehir (Questions and Answers) 31
  Small Group Questions for Thomas Hehir 41
Biosketch and Outline of Keynote Presentation by Cindy Savar 47

III. Abstracts from Concurrent Sessions 54

IV. Handouts from Technical Assistance Session 90
Networking System for Training Education Personnel (NSTEP) 91
Regional Resource Centers (RRCs) and Federal Resource Center . . . 98
National Early Childhood Technical Assistance System (NEC*TAS) . . 104

V. Summaries of Topics Discussed During Lunch Dialogue Groups 110
Personnel Preparation from an OSEP Perspective 112
Part H CSPD Issues 114
Personnel Preparation Issues: Perspectives of
  Institutions of Higher Education 116
Speech/Language Pathology in School Settings 117
Occupational Therapy in School Settings:
  Recruitment and Retention Issues 119

VI. Directories 121
Presenters 122
Conference Planning Committee 127
Facilitators 129
Conference Participants 131

VII. Exhibitors 141

VIII. Presenter Index 142

2ND ANNUAL CSPD CONFERENCE FOR LEADERSHIP AND CHANGE
PROGRAM

WEDNESDAY, MAY 18

6:00 - 8:00 pm **WELCOMING RECEPTION**
►Jefferson Room
Washington Hilton
Concourse Level

THURSDAY, MAY 19

7:30 - 8:30 am **CONFERENCE CHECK-IN AND REGISTRATION**
►AED Conference Center

CONTINENTAL BREAKFAST
►AED Greeley Hall

8:30 - 10:00 am **OPENING GENERAL SESSION**
►AED Greeley Hall

Opening Remarks
Sheila Draper,
Networking System for Training Education Personnel
National Association of State Directors of Special Education

Welcome
Martha Fields, Executive Director
National Association of State Directors of Special Education

George Ayres, Executive Director
Council for Exceptional Children

KEYNOTE ADDRESS
William A. Smith, Ed.D.,
Executive Vice President
Director of Social Development Programs
Academy for Educational Development

10:00 - 10:15 am **BREAK**

THURSDAY, MAY 19

10:15 am - 11:15 am CONCURRENT SESSIONS

A Northeast Collaboration: Moving Toward a Common Market for Special Education Personnel
▸AED Room 315 (Convention Center)
C.G. Shaffer, Northeast Regional Resource Center, Trinity College of Vermont
Anne DeFanti, CSPD Coordinator, Rhode Island Department of Education

CSPD: California Style. Sharing Stakeholder Involvement in the Strategic Plan: Beyond Phase II
▸AED Reception Room (Convention Center)
Barbara Thalacker, Ed.D., CSPD Coordinator, California Department of Education

Consultation Model for State Systems: A Model for Service Delivery
▸AED Board Room, 8th Floor
*Nancy Fire, R.N., M.S., Technical Assistance Coordinator, National Early Childhood Technical Assistance System (NEC*TAS)*
Cordelia Robinson, Ph.D., Director, John F. Kennedy Center for Developmental Disabilities, University of Colorado Health Sciences Center

Leadership in Applied Special Education
▸Marriott Oak Room
Deborah Carran, Ed.D., School of Continuing Studies, Johns Hopkins University

Supply, Demand, and Minority Institutions
▸Hilton Chevy Chase
Judy Smith-Davis, Ph.D., Alliance 2000 Project, University of New Mexico

Faculty Friends of Early Intervention
▸Hilton Bancroft
Ruth Schennum, Ph.D., NCSP, CSPD, Part H Coordinator, Rhode Island Department of Health, Division of Family Health

THURSDAY, MAY 19

11:30 am - 12:30 pm CONCURRENT SESSIONS

Promising Practices from the Southeast
▸AED Board Room, 8th Floor
Chris Burge, CSPD Coordinator, Alabama State Department of Education,
Amy Simon, CSPD Coordinator, Georgia State Department of Education

Alternative Certification in Special Education: Efficacy of a Collaborative, Field Based, Teacher Preparation Program
▸AED Greeley Hall II
Michael Rosenberg, Ph.D., Professor & Chair, Department of Special Education, Johns Hopkins University

A Graduate Program in Transition Services Designed to Promote Professional Collaborations
▸Hilton Chevy Chase
Gloria Lane, Ed.D., Assistant Professor, Coordinator, Graduate Program in Transition Services, Johns Hopkins University

Leadership Management/Strategy Grids
▸AED Room 315 (Convention Center)
Jerrie Ueberle, Global Interactions

Better Leadership Through Better Communication
▸Hilton Bancroft
Robert C. Johnson, Ph.D., Instructor in Speech, Kapiolani Community College

Retention in Maine: Nuts and Bolts of Staff Development Networking Within Regular and Special Education
▸Marriott Oak Room
Dr. Pamela Clark Rosen, Division of Special Services, Maine Department of Education
Nancy Ibarguen, Director of Certification, Maine Department of Education

Achieving Exceptional Outcomes with Mentor Teachers
▸AED Reception Room (Convention Center)
Bruce Schroeder, Utah Learning Resource Center
Ken Reavis, CSPD Coordinator, Utah State Office of Education

12:30 - 2:00 pm LUNCH BREAK

THURSDAY, MAY 19

2:00 pm - 3:30 pm CONCURRENT SESSIONS

Kansas CSPD and Project Partnership
▸AED Greeley Hall
Nancy Gray, CSPD Coordinator, Kansas State Board of Education
Wayne Sailor, Ph.D., Professor, Special Education, Director, University Affiliated Program, University of Kansas, Lawrence Campus

CSPD Bears Fruit: A Collaborative Affair
▸AED Reception Room (Convention Center)
Steve Street, CEC CSPD Facilitator
Jo Read, CSPD Coordinator, Virginia State Department of Education
Dr. Bernie Travnikar, Director of Special Services, The Lamphere Schools

Total Quality Management or Who Is On First?
▸Marriott Oak Room
Heather Bennett McCabe, Ph.D., Rehabilitation and Education for Adults and Children, Atlanta

Dancing with an Octopus: Health Care Reform - Its Potential Impact on Collaborative Funding Under Part H
▸AED Room 315 (Convention Center)
Jean Johnson, Ph.D., Project Coordinator, Zero-to-Three Hawaii Project

A System of Statewide Training and Regional Support for Early Intervention Personnel and Families
▸Hilton Bancroft Room
Dathan Rush, M.A., CCC-SLP, Program Assistant & Training Coordinator, Sooner Start Early Intervention Program, Oklahoma State Department of Health

Initiating Paratherapist (OT-PT-SLP) Training in a Rural State
▸Hilton Chevy Chase Room
Tom Longhurst, Ph.D., Professor & Grant Project Director, Department of Speech Pathology and Audiology, Idaho State University

3:30 pm - 3:45 pm BREAK

THURSDAY, MAY 19

3:45 pm - 5:30 pm TECHNICAL ASSISTANCE ROUNDTABLES

Presenters will rotate among five rooms.
Participants are asked to sit in one of
the five rooms in the Convention Center:

- **AED Greeley Hall**
- **AED Greeley Hall II**
- **AED Room 315**
- **AED Reception Room**
- **AED Breakout Room 3**

◆ ◆ ◆

Networking System for Training Education Personnel, National Association of State Directors of Special Education
Sheila Draper, Patricia Gonzalez, and
Beverly Mattson

National Institute on CSPD Collaboration,
Council for Exceptional Children
Karl Murray

Clearinghouse on Professions in Special Education,
Council for Exceptional Children and
National Association of State Directors
of Special Education
Margie Crutchfield & Ed McCaul

National Early Childhood Technical Assistance System (NEC*TAS)
Nancy Fire

Regional Resource Centers
Regional Resource Center Representatives

FRIDAY, MAY 20

8:00 - 8:45 am	**CONTINENTAL BREAKFAST** **▸AED Greeley Hall**
9:00 - 10:00 am	**GENERAL SESSION** **▸AED Greeley Hall**
	Opening Remarks *Beverly Mattson,* *Networking System for Training* *Education Personnel, NASDSE*
	Introduction
	KEYNOTE PRESENTATION ***Thomas Hehir, Director,*** ***Office of Special Education Programs*** ***U.S. Office of Education***
10:00 - 10:15 am	**BREAK**
10:15 - 11:15 am	**FACILITATED SMALL GROUPS** **▸AED Greeley Hall**
11:15 - 12:00 pm	**DIALOGUE WITH TOM HEHIR** **▸AED Greeley Hall**
12:00 - 1:30 pm	**BOXED LUNCHES/DIALOGUE GROUPS**

◆ ◆ ◆

Dialogue Groups and locations will be announced

FRIDAY, MAY 20

BOXED LUNCH/DIALOGUE GROUPS
12:00 - 1:30 pm

PERSONNEL PREPARATION ISSUES FROM AN OSEP PERSPECTIVE

Suzanne Martin
Office of Special Education Programs
AED Greeley Hall II

PART H CSPD ISSUES

Nancy Fire
National Early Childhood Technical
*Assistance System NEC*TAS*
AED Room 315

PERSONNEL PREPARATION ISSUES: PERSPECTIVES OF INSTITUTIONS OF HIGHER EDUCATION

Harvey Rude, University of Northern Colorado
Mary Male, San Jose State University
AED Breakout Room 3

SPEECH/LANGUAGE PATHOLOGY IN SCHOOL SETTINGS

Thomas O'Toole, Past President,
American Speech & Hearing Association
AED Greeley Hall

OCCUPATIONAL THERAPY IN SCHOOL SETTINGS: RECRUITMENT AND RETENTION ISSUES

Barbara Hanft and Leslie Jackson
Project Partnerships
American Occupational Therapy Association
AED Reception Room

FRIDAY, MAY 20

1:45 pm - 3:15 pm CONCURRENT SESSIONS

A CSPD Runs Through It: Part II

▸AED Reception Room (Conference Center)

Susan Bailey, Montana CSPD Coordinator
Chris Ross, Special Education Director, Flathead County Special Services Cooperative
Bill Johnson, Director, Gallatin/Madison Special Education Cooperative
Linda Christensen, Ed.D., Professor of Special Education, Eastern Montana College

Integrating Allied Health/Related Services Providers

▸AED Greeley Hall II

*Nancy Striffler, MS, CCC-SPL, Georgetown University, NEC*TAS*
*Barbara Hanft, OTR/L, FAOTA, Developmental Consultant, NEC*TAS*

A View of Inclusion From a Washington Office Window

▸Marriott Oak Room

Anne Smith, Ed.D., Education Research Analyst, Office of Special Education Programs

Retraining Teachers into Speech-Language Pathologists

▸AED Room 315 (Conference Center)

Thomas Longhurst, Ph.D., Professor & Grant Project Director, Dept. of Speech Pathology and Audiology, Idaho State University

Alternative Basic Certification Program in Special Education

▸AED Greeley Hall

Fay Ikei, RISE Coordinator, State of Hawaii Department of Education

The Role of the Partnerships Project in Implementing a Portfolio-Based System for Meeting New Early Intervention Credentialing Standards

▸AED Board Room, 8th Floor

Tweety Yates, Ph.D., Project Director, Partnerships Project, Institute for Research on Human Development, University of Illinois

3:15 pm - 3:30 pm BREAK

FRIDAY, MAY 20

3:30 pm - 5:00 pm CONCURRENT SESSIONS

Tensions and Benefits of a Statewide 0-21 CSPD

▸ **AED Greeley Hall II**

*Nancy Striffler, M.S., CCC-SPL, Georgetown University, NEC*TAS*
Diane Lowman, Part H Training Coordinator, Virginia DMHRSAS
Jo Read, CSPD Coordinator, Virginia State Department of Education

Thinking Strategically to Achieve the Vision of *Dine* Education

▸ **AED Reception Room**

Harvey Rude, Ph.D., Professor, Assistant Dean, College of Education, University of North Colorado
Anita Bradley-Pfeiffer, Executive Director, Navajo Division of Education, The Navajo Nation

Rural Personnel Issues

▸ **AED Greely Hall**

*Nancy Fire, R.N., M.S., Technical Assistance Coordinator, National Early Childhood Technical Assistance System (NEC*TAS)*
Juliann Cripe, Ph.D., Co-Director, Project KITS: Kansas Inservice Training System

Advanced Facilitation Techniques for Facilitators of Change

▸ **AED Room 315 (Conference Center)**

Thomas Justice, Thomas Justice Associates

Performance Assessment and High Stakes Statewide Accountability: Implications for Special Education

▸ **AED Board Room, 8th Floor**

John Haigh, Ed.D., Staff Specialist, Maryland State Department of Education
Stephen Hess, Director of Criterion Referenced Evaluation and Testing, Frederick County, MD, Public Schools

Creating Schools as a Learning Community: The Experimental SJSU Concurrent Multiple Subject/Learning Handicaps Credential Program

▸ **Marriott Oak Room**

Mary Male, Ph.D., Professor, Division of Special Education & Rehabilitation, San Jose State University
Nancy Lourie, Ph.D., Associate Professor, Division of Teacher Education, San Jose State University

SATURDAY, MAY 21

7:30 am - 8:30 am CONTINENTAL BREAKFAST
▸AED Conference Center

8:30 am - 10:30 am CONCURRENT CSPD REGIONAL PLANNING MEETINGS
(according to RRC Regions)

Northeast Region
C. G. Shaffer
▸AED Breakout Room 3
(Conference Center)

Mid-South Region
Christy Riffle
▸AED Greely Hall

South Atlantic Region
Delia Cerpa
▸AED Board Room, 8th Floor

Great Lakes Region
Rhonda Tyree
▸AED Reception Room

Mountain Plains Region
Gail Zahn
▸AED Greeley Hall II

Western Region
Caroline Moore
▸AED Room 315

◆ ◆ ◆

10:30 am - 10:45 am BREAK

10:45 am - 12:15 pm CLOSING SESSION
▸AED Greeley Hall

Introduction
Karl Murray, National Institute on CSPD Collaboration, Council for Exceptional Children

Power Marketing -- 7 Steps to Success!
Cindy Savar, Director of Public Relations and Marketing
Council for Exceptional Children

Closing Remarks
Karl Murray

KEYNOTE PRESENTATIONS

BIOSKETCH AND KEYNOTE REMARKS

WILLIAM SMITH, Ed.D.

EXECUTIVE VICE PRESIDENT

DIRECTOR FOR SOCIAL DEVELOPMENT PROGRAMS

ACADEMY FOR EDUCATIONAL DEVELOPMENT

BIOSKETCH

WILLIAM A. SMITH, Ed.D.

Dr. William A. Smith is Executive Vice President and Director for Social Development Programs at the Academy for Educational Development. Since 1978, Dr. Smith has led the Academy's portfolio of health communication and social marketing programs working in over 65 countries around the world. Infant diarrhea, immunizable diseases, maternal health and child nutrition, drug abuse, sexually transmitted diseases, and AIDS prevention have been the primary focus of a decade-long search for more effective ways to influence behavior in large, diverse populations.

Dr. Smith holds a B.A. degree in Education from University of South Florida and an Ed.D. from the University of Massachusetts, where his principal field of study was nonformal adult education and curriculum design. He has 15 years of experience in health communication/social marketing. His bibliography includes more than 50 articles on the development of health communication methodology and his most recent publication is "Partners in Action - Environmental Social Marketing and Environmental Education" which is currently in press.

18

CSPD Conference Keynote Presentation

Special Education: Leadership for Change A Social Marketing Perspective

William A. Smith, Ed.D., Executive Vice President
Director of Social Development Programs
Academy for Educational Development

Our session this morning is on Leadership and Change - A Social Marketing Perspective. Now leadership in times of change can be frustrating. We are burdened with all the routine of the past, but challenged to do something new - often with little or no new resources. But there is hope. We just have to become kids again and have a little fun. We got to get competitive, enterprising and market - (read people) oriented.

The Academy has been privileged over the past 20 years to look at the issue of leadership and social change from a community and human perspective. We've tackled teenage pregnancy, parental involvement in schools, math and science for minorities, and now we're excited to be part of the special education community in America. I'd like to share today a few lessons from that experience -- and an observation that some of these approaches may be equally relevant to the problems we face in school reform and special education today. Let's begin by looking at some of the victories in health -- victories based not on new technologies, but on change in people's behavior.

Since 1970 smoking in the U.S. has declined among men from 52% to 32% and among women from a high of 34% to 29% in 1990. In healthier diets, North Americans annual per capita consumption of chicken has increased by 15 lbs; of fish by 1 lb; and low fat milk by an astonishing 22 gallons. Alcohol consumption is down from 2 gallons per capita in 1970 to 1.6 gallons in 1987, with a decided shift toward light beers and wine instead of hard alcohol.

Internationally, the two largest killers and cripplers of children have been attacked by dramatic increases in immunization coverage and a dramatic expansion of oral rehydration therapy to even the poorest and most remote villages of the world.
It is undeniably true that enormous gains have been made in our understanding of human behavior and people's ability to protect themselves from disease. Cancer, heart disease, AIDS, drug abuse, child survival, and family planning have made particularly important contributions to a new approach to health promotion, called social marketing.

The sign posts of this new approach are scattered across the world's landscape. From dramatic posters warning of the dangers of cocaine, humorous appeals to men to use condoms, and clever slogans against smoking targeted at populations like African Americans who are at increasing risk of lung cancer.

The field of social marketing has emerged as a respected discipline to make a lasting impact on the way many health professionals and health educators view their programs,

their responsibilities and most importantly, their audiences. Behind the clever slogans and TV ads is a growing science of social marketing; eclectic and voracious in its appetite for new ideas, new approaches, and new techniques. Society marketing steals with pride from anthropology, from social psychology, from behavioral theory as well as market research, advertising and public relations to create more practical and effective ways to help people change or "buy into" new and beneficial behaviors.

WARNING: At this point in the presentation I am obligated to issue this warning:

SOCIAL MARKETING MAY BE HARMFUL TO YOUR DOGMAS

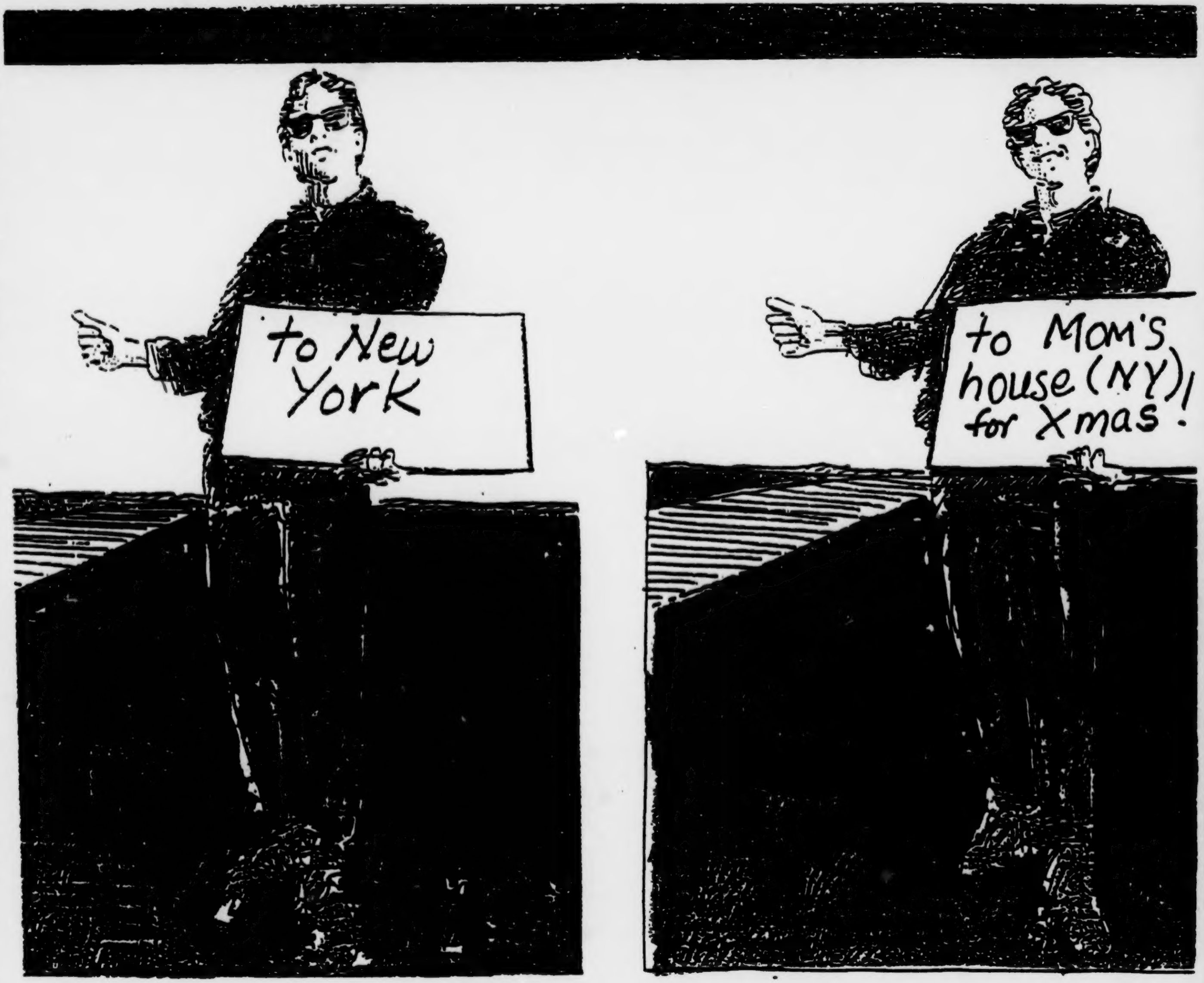
Particularly your dogmas about: EDUCATION; ABOUT HOW PEOPLE LEARN; AND ABOUT HOW WE CAN GO ABOUT THE JOB OF INFLUENCING HUMAN BEHAVIOR.

Let me introduce you to the concept of social marketing by introducing you to two young men - students at a major university in the Washington DC area. Both are on their way home for Christmas. Both are without money and they have decided to go the old fashioned way -- hitchhike home ... Both have a behavioral problem -- a marketing problem -- How to get someone to stop, pick-me up and take me to New York.

Student #1 takes a time honored, well-tested approach to this problem. (see drawings page 16)

Student #2 has taken a marketing 101 class and he has decided to use his newly acquired marketing skills to see if they help him get a ride quicker. He begins by thinking about his audience. Who is actually behind the wheel of all those cars that might stop and pick him up? What for example are all the reasons they might not stop? What are the mental barriers people face to stopping for hitchhikers? What goes through their minds - fear - insecurity - embarrassment - boredom? *Who is mostly likely to pick me up? Who from all these people might I have the best chance to appeal to? What, in marketing terms is my target audience - my particular audience segment? What benefits might I offer this group that would appeal especially to them?*

He settles on "older" people - the over 50 market - and he decides that they might like a bright young man - with a sense of humor - and maybe a little something else. And finally what does he say and how does he get his message across - given his very limited resources? Well, this is our young student's solution. Pretty clever, huh? Exciting, simple and good marketing. But did I tell you that our young social marketer is an A student. He knows no good idea should go untested in the market place. And during his pretest conducted with a few friends, he discovers, of course, that he made a huge mistake. Any idea what the mistake was? ... Yes ... NY. Cleverness is not enough. In social marketing you also have to be clear and accurate. And if this is important for getting a ride to New York, you can imagine how important it is in cancer education, AIDS prevention, and talking to adolescents about pregnancy prevention.


to New York
to Mom's house (NY) for Xmas!

BEST COPY AVAILABLE

Yes, his first message was clever, but not complete -- now our young hero has a message that reflects his full marketing experience. To Mom's for Xmas (NY).

WHAT'S THE POINT? The point is that marketing is:

1. Audience centered,
2. Designed to offer benefits people want and reduce barriers they worry about,
3. It is research driven,
4. It uses clear, clever and persuasive communication, and
5. It does not have to be expensive.

Marketing is not a million dollar budget - it is a way of thinking about the job of behavior change.

Let me address for a few moments three of the most common myths about social marketing.

First, social marketing is not new. It is not the latest fad. As a discipline it has been around since the mid 50's. Numerous textbooks exist. We know a lot about it.

Second, social marketing is not a quick fix - it is not a quick and dirty answer to tough problems, but rather a long-term way of thinking about people and their behavior.

And third, social marketing is not just powerful communication. The marketing mind is organized around five basic concepts. Old and tired as they are - without understanding what they are and how they interact, you cannot understand marketing.

Product, place, price, promotion and people.

Marketing begins with people. And it sees people as beautiful, elegant creatures. Creatures that are fundamentally complex decision-makers. Marketing is a way to understand people and what they want. ... for what we hope they will do for themselves.

Let's look for a moment at a social marketing program applied to an important and common educational problem in America today. The problem I've chosen is Parental Involvement in Public Education. Our goal is to **improve student success** by getting parents more involved in schools. The social marketer would typically begin with the roblem of people; using as much existing data as possible to determine which parents participate least and why. I have pulled together here some phony data to show you how we think about this type of problem.

Let's imagine for a moment, I've asked parents who don't participate in school: *"Why don't you participate?"* Answers like these have emerged:

51% said, "I'm too busy."

30% said, "I don't feel welcome at school."
17% said, "I feel embarrassed to go to school."
2% said, "I don't care."

Let me remind you that this is a hypothetical example to illustrate the process of social marketing in action. It appears clear from this hypothetical data that the "Too busy" group is clearly the most important, accounting for 51% of the explanations. But as social marketers we are looking for the targets of greatest opportunity for "profit" not only sales -- in education "profit" is successful kids. Sales are the number of parents who participate.

What we care about is kids' performance as a function of parents' participating. That means we need to know "among the kids having the most problems in schools, what do their parents give as explanations for not participating." What is the distribution of kids having problems, compared to parents explanations for not participating? This is a very marketing way to look at the problem and it gives us a very different insight into the solution. Again, I've constructed some hypothetical data to illustrate the point. Of all the kids having problems let's assume:

15% have parents who responded "too busy"
10% have parents who responded "don't feel welcome"
53% have parents who responded "get embarrassed"
2% have parents who responded "they don't care"

The "too busy" group is the largest in terms of parents not participating, yes, but their kids seem to be doing much better. Reaching these parents won't help our "sales" very much. It won't help us help kids who are doing bad in school. But 53% of the kids with problems have parents that say they are "too embarrassed" to get involved in school. A social marketer would argue go for profits, not sales. Address the parents of the kids having the most problems, if what we really care about is kids' performance in schools. Our biggest pay-off for the least effort is working with the "too embarrassed" segment of parents. The next step would be to work with the local schools and community to identify small groups of the "too embarrassed" parents and conduct some qualitative audience research with them. We want to get behind this answer to understand what's going on.

We'd be looking to fill in a matrix that looked something like this. We'd want to know:

What benefits -- both educational and non-educational benefits -- would these parents like to get out of participating in school?

What barriers lead to their embarrassment? Again, we would look both at educational barriers, but also other barriers we might not anticipate. Perhaps these parents are embarrassed because they don't have time to change clothes before going to school after work, or because they are afraid they will be asked questions they don't understand, or chided for their child's problems.

This kind of research uses a variety of techniques, for example, focus groups are a popular technique -- and one particular questioning technique that's useful we call "event mapping." Using a set of sequenced questions we would ask parents to give a detailed description of a similar event (a visit to school, or a meeting with other parents). Some event the group members had actually experienced in the past. We would ask them to talk about the event and their feelings towards it. We might ask questions like:

> Do you ever go to school for a meeting?
>
> Do you remember why you decided to go?
>
> Did your child say anything to you that made a difference that time?
>
> What were you hoping would happen at the meeting?
>
> What do you remember most about that particular visit?

The answer to these and many other questions, helps us begin to understand the "benefits" people want to get -- the "barriers" they worry about most -- and the "channels" of information they trust and like. People who share benefits, barriers, and/or channels can then be grouped together in coherent audience segments. With a particular profile and personality. They are no longer some stereotypic paper dolls but real people whose context we understand much better. Understanding the benefits and barriers people care about leads to the development of a "product". A product is not always a bottle of perfume or a can of soup, or a box of cat food.

A product is really a solution to a problem a particular audience segment has. It might be a controversial behavior like safe sex, as in this example from Great Britain (not included in text). Or in our example of embarrassed parents, it may be a product like a **Parents Job Cooperative** which meets the parents needs to ...

> "meet some other adults at school who might get me a job."

It might be a solution to a barrier some parents feel is important:

> "I never feel I have anything to contribute ... I don't know much about school subjects."

This barrier might be reduced by creating a product called a **Parents Help Program** enlisting parents to do what they do best at the school.

Now let us look very quickly at how this kind of thinking might influence a set of problems many of you may be facing. Recruiting qualified personnel to study and enter the profession of special education.

Social Marketing Applied to Special Education Personnel Recruitment

You can see the first three principles I introduced.

> Who is our market or our audience?
> What benefits do they want?
> What can we offer them given our constraints?

And now a fourth idea - what is our competitive advantage?

Competition is fundamental to the way social marketers think about human behavior and change. We believe that everyone faces choices - competing choices. They can decide to smoke, or stop smoking ... they decide to use a condom, or not use a condom ... they can decide to participate in schools as parents or not participate. And people weigh the comparative advantages of one choice over another.

Just like people choose Coke over Pepsi - so they make choices about their health, their community and their education system. These choices constitute competition for us.

But the first marketing question is -- who is our market? If we want to increase the kind and quality of people attracted to Special Education, who do we target for our program? Just like our hitchhiking marketing student and our community school seeking to get parents more involved -- we have to decide of all the people in the world who is our best target of opportunity?

Well, we have three broad audiences -- those already in special education and we can learn a lot from them about why they chose the profession -- but we also have teachers and education students who did not choose special education, and college students who did not choose teaching at all.

What would we ask them? Well, if special education is our "product" then the competition is those other choices. Our research should focus on a competitive analysis of the benefits and barriers both our competitor groups see to joining special education. A combination of focus groups, simple surveys, and careful analysis - looking for targets of opportunity is the next step. With answers to these questions we can begin to structure a marketing program to attract those people most likely to accept the offer.

As a final word I would like to say that social marketing is not about selling ideas to people - it is about coming up with ideas and programs that sell themselves - ideas that come from people - ideas that are packaged into programs and then given back to the communities they came from.

A Social Marketing Perspective

Question No. 1. Who's the audience?

What do we know about: Who's getting sick? Do those people fall into any homogenous groups (segments) by things like: income, age, number of children, ethnicity/language? How we might get information to them? Who do they listen to, believe, and trust? How do they feel about the health problem?

Question No. 2. What is the product and the possible product benefits?

What's the Product? What do people have to do to take on health advice? What are the benefits that people themselves are going to like most about this advice -- health benefits - non-health benefits?

Question No. 3. What's the Price or Barriers People Face?

What do people have to give up in order to get their child immunized -- money, time, worry, other things? What are the barriers they encounter if they try to get a child immunized at home, work, others? What beliefs do they have that might create false barriers -- cost, side effects, others?

Question No. 4. What are the Place Issues?

Is the health service supply and distribution operating properly? What's it like at the health facility in terms of convenience or comfort? Are there alternative places that would be more convenient and/or practical?

Question No. 5. What's the Promotion Strategy?

What do we say to the audience? What channels do we use? Whose the most credible spokesperson?

Objective: What is the promotion designed to do?
Target audience: Who represents the particular segment of the audience for this promotion activity?

Key audience benefit: Why should the audience take this advice -- what's in it for them from their perspective?

Support: A reason for the audience to believe that this benefit is important to them.

Tone and manner: A statement of the emotional approach that is consistent with the benefits and support being offered.

What channels do we use? What channels are available? What channels are most credible and listened to by this audience for this type of message?

SOCIAL MARKETING

Definition: A process for developing programs which create, build, and maintain beneficial exchange relationships with a specific target audience for the purpose of voluntarily influencing behaviors that are in the individual's and/or society's interest.

Social Marketing is not about selling ideas. It is about creating ideas that sell.

BENEFICIAL EXCHANGE RELATIONS - Both parties get something out of the relationship.

SPECIFIC TARGET AUDIENCE - Not everyone in a general population, but segments of the general population who share common attitudes, barriers, or communication channels so they can be reached effectively.

VOLUNTARILY INFLUENCING BEHAVIOR - Social marketing emphasizes behavior which cannot be effectively controlled by law or regulation. It may be helpful in shaping laws or regulations, but it does this through persuasion, social norms, or incentives.

INDIVIDUAL'S AND/OR SOCIETY'S INTEREST - This excludes financial profit as the primary motive and places emphasis on social goals which benefit both individuals and society.

BIBLIOGRAPHY

Frederiksen, L.W., L.J. Solomon and K.A. Brehony. 1984. *Marketing Health Behavior: Principles, Techniques, and Applications*. New York, New York. Plenum Press.

Kotler, P. and A. R. Andreasen. 1991. *Strategic Marketing for Non-profit Organizations*, Fourth Edition. Englewood Cliffs, NJ. Prentice-Hall.

Kotler, P. and R.N. Clarke. 1987. *Marketing for Health Care Organizations*. Englewood Cliffs, NJ. Prentice-Hall.

Kotler, P. and E.L. Roberto. 1989. *Social Marketing: Strategies for Changing Public Behavior*. New York, New York. The Free Press.

McKee, N. 1992. *Social Mobilization and Social Marketing in Developing Communities: Lessons for Communicators*. Penang, Malaysia. Southbound.

Rasmuson, M.R., R.E. Seidel, W.A. Smith and E. Mills Booth. June 1988. *Communication for Child Survival*. Washington, DC. The Academy for Educational Development.

Ries, A. and J. Trout. 1989. *Bottom-Up Marketing*. U.S.A. McGraw-Hill.

Smith, W.A. 1991. Organizing Large-Scale Interventions for Sexually Transmitted Disease Prevention. In J. N. Wasserheit, S.O. Aral, K.K. Holmes and P.J. Hitchcock, *Research Issues in Human Behavior and Sexually Transmitted Diseases in the AIDS Era*, (pp. 219-242). Washington, DC. American Society for Microbiology.

BIOSKETCH AND KEYNOTE REMARKS

THOMAS HEHIR, Ph.D.

DIRECTOR

OFFICE OF SPECIAL EDUCATION PROGRAMS

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

U.S. OFFICE OF EDUCATION

RESPONSES TO AUDIENCE QUESTIONS

SMALL GROUP QUESTIONS GENERATED

BIOSKETCH

THOMAS HEHIR, Ph.D.

Thomas Hehir brings a wealth of knowledge, expertise and practical insight to the U.S. Department of Education's Office of Special Education Programs.

Awarded a doctorate of education in administration, planning and social policy from Harvard University in 1990, Dr. Hehir has extensive teaching and management experience. He has come up through the ranks in the education system, first as a special needs resource teacher at Keefe Technical High School in Framingham, Massachusetts, upon graduating from Holy Cross College in Worcester, then moving to management positions in the Boston Public Schools System. From 1983 to 1987, Dr. Hehir became manager of the Department of student Support Services, with authority for the administration of the city-wide special education program serving over 12,000 students.

In 1990, Dr. Hehir became Associate Superintendent for the Chicago Public Schools where he was responsible for special education services to students identified as gifted, and student support services with a staff of 7000 and a $365 million operating budget.

For over 15 years, he has provided consulting services to a variety of agencies, associations, universities, parent groups and firms including the National Association of State Directors of Special Education, the Washington, D.C. Public Schools and the Massachusetts Urban Project.

Previously, Dr. Hehir was a Senior Researcher for the Education Development Center, Inc. where he provided leadership on two national projects: Atlas, one of 11 nation-wide projects originally funded by the New American School Development Corporation and the National Center to Improve Practice for Students with Disabilities through Technology, Media and Materials.

Honors include being the recipient of a fellowship in Mental Retardation at Syracuse University where he received his Masters of Science in Education and being awarded the 1990 Annual Dissertation Award for "the Best Dissertation Studying Educational Administration" from the American Educational Research Association.

An advocate for children with disabilities in the education system, Dr. Hehir's publications include a long list of articles on special education, special education in the reform movement, due process, and least restrictive environment issues.

CSPD Conference Keynote Presentation
(FROM TRANSCRIBED TAPE)

Thomas Hehir, Ph.D.
Director, Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Office of Education

CSPD (Comprehensive System of Personnel Development) is one of the most important facets of IDEA (Individuals with Disabilities Education Act) and special education implementation. I consider this CSPD Conference to be a critical meeting and want to use this opportunity to get a better sense of what we need to do to make CSPD a more powerful program.

I have always felt that IDEA is a good law, but implementation could be improved. If we look at what we need to do to improve the education of students with disabilities in this country, a critical component, if not the critical component, is going to be work force issues--

(1) retraining teachers who are in the field, both special and general education teachers

(2) looking at better ways of doing preservice training and preparing teachers in the first place, so there isn't a need for so much retraining.

I would like to speak about a major direction of OSEP (Office of Special Education Programs) -- the need to improve results or outcomes. I'm talking about very basic things we should expect of the public education system for children and youth with disabilities that are not happening for too many of them:

complete school,

get decent employment, and

live independently in communities.

On those very basic indications of the educational system, we are not doing nearly well enough. The good news is that we know a lot more about what works than we did when we passed P.L. 94-142.

Today I will address:

Status of the field

Our emphases within the Department of Education

I would like to begin with a review of the accomplishments made in the field of special education in the last 18 years. During this short period of time we have extended education to all students with disabilities. Students with disabilities have the right to education which is individualized. The basic premises of a Free and Appropriate Education in the Least Restrictive Environment are sound premises. Parents have rights to challenge what school districts provide.

When P.L. 94-142 passed, an estimated 750,000 children and youth with disabilities were not being educated. Now the great majority live with families, in communities, some independently, some semi-independently, and are going to work.

Institutionalization has gone down 70 percent since the passage of 94-142. This substantive accomplishment/result alone justified passage of 94-142.

We need to remind people in the field of our proud history, our individualized history where children do not have to change -- the institution has to change in order to provide for the education of students with disabilities. Today we are providing a far better education. We have been participating in a great social crusade to educate all disabled people, particularly people who were not educated at all. But we also have made strides in recognizing needs of students with high incidence disabilities.

For many students in this country, the promise of P.L. 94-142 has yet to occur. Approximately thirty-eight percent of children and youth with disabilities, largely high incidence disabilities, don't finish school - this is twice the rate for non-disabled youth.

However, we know a lot more about what works well with students with disabilities through our research and investments. One thing that makes a difference is participation with nondisabled peers. When students with disabilities have appropriate access to the general education curriculum with support, the students do better than those who are segregated or who are integrated without support.

Integration and inclusion are important concepts in relation to results. When students with disabilities have appropriate access to general education instruction with support, they do better than those who are separated or who are integrated without support. For students with developmental disabilities (mental retardation, autism, physical disabilities), participation with nondisabled peers is critically important for employment and independent living outcomes. We know that if students with high incidence disabilities have access to the general education curriculum, particularly vocational education with supports, they are far more likely to be employed and make significantly more income than those youth who have not. We also know that if they and their teachers do not have accommodations and support within general education, the students exhibit a high probability of failure and are very likely to drop out of school.

We've made a significant investment in infants, toddlers, and their families and programs for preschoolers. We have recognized needs for infants and toddlers in the preschool context but have not recognized the need for early intervention in high incidence disability areas.

Our challenge is how to provide services to children in primary grades. We know that the later we intervene with students who are experiencing early reading difficulties in school (a precursor for learning disabilities), the worse their outcomes. When a child does not learn how to read in the early primary years, we know this to be a significant trauma to their lives at school and their future educability. However, we often don't intervene until 3rd, 4th, or 5th grade. Often, the interventions are not what students need. We know that there are a variety of research-documented methods to teach reading, not one right method.

The same is true for children and youth with behavioral/emotional disorders. We typically don't intervene until students have exhibited the types of behaviors that the schools can not deal with any more. We know from research and good practice that many students show the precursors of these disorders in the 1st and 2nd grade. We know that if we provide behavioral and family support and intervention, children's future behavior will be better than if we hadn't intervened. This knowledge has significant implications for school systems and where we, in special education, fit in.

We need to reconceptualize what special education is. Too often we define it as a place. We have to look at special education, first and foremost, as a system of services and supports to help children and youth on an individual basis. We have to change the "little green room" mind set of special education and regular education staff if we want to produce better results for children and youth.

Issues Raised during Outreach Meetings Addressing the Reauthorization of IDEA

We've had lots of outreach meetings on the reauthorization of IDEA and will have a lot more.

One of the anticipated issues in the reauthorization of IDEA will be the definition of special education as a system of services and supports.

We want to align ourselves closely to the language in the Elementary and Secondary Education Act (ESEA) and Goals 2000. The regulations for ESEA and Goals 2000 have not been completed. We also want to tie CSPD to the Goals 2000 training and ESEA training that will be taking place in the states.

I have a tremendous amount of concern about the preparation of educators. Establishing training needs from a federal perspective (grants) discourages talk among LEAs and SEAs. The needs within individual states are different. We need to see Part D and Part B monies as a whole picture of CSPD. The way we parcel out Part D may encourage separate training of special education personnel. It also may encourage IHEs (Institutions of Higher Education) to pay attention to national priorities to the exclusion of state and local priorities.

Since teachers take courses from IHEs, we know we can influence the university system's preservice and inservice. We see CSPD rationally as a vehicle for doing this, although CSPD has not functionally been the vehicle in a large number of states.

We need to look within IDEA for an incentive structure for linkages to take place. We need to tie Part D, Part B and state university monies together in a tight mesh so that higher education systems respond more effectively to what consumers of the system need.

We need to improve our ability to target resources. Many states with severe personnel shortages receive minimal Part D funds in national grant competitions.

Within OSEP we have a real disconnection between monitoring of states, personnel preparation activities, research, and technical assistance. We need to monitor states, but from my perspective, we have not done a sufficient job at enforcement. We have done a lot of monitoring around processes, but have not done enforcement. We are revising our monitoring system to look not only at process issues but data on results as well. We are working with state directors, with NASDSE, and with the advocacy community groups to accomplish this.

We need better ways to provide technical assistance (TA) to states. The TA system is similar to the IHE system. It often is dependent on someone being successful in a national competition, rather than the TA needs of an individual state or where technical assistance needs are the greatest. We need to connect the TA efforts provided within the U.S. Department of Education. Our ability to connect these efforts are significantly enhanced with Goals 20000, School to Work, and ESEA.

Personnel preparation is critical. The CSPD aspect has to be tied closely to the monitoring process as well as the TA process, and efforts need to build on research. Research needs to be informed by needs in the field. We will have to connect within OSEP in the same way we promote connections within states.

At the state level the importance of CSPD must be emphasized. At the federal level, we will be emphasizing the importance of CSPD with monitoring efforts. We have been emphasizing the importance of CSPD in our talks with state directors. It is important that CSPD be involved in all levels of training within the state. State Directors need to have CSPD coordinators at meetings and parents need to be insisting that CSPD be part of the dialogue.

We have had lots of outreach meetings on reauthorization of IDEA and will have a lot more. I view this CSPD meeting as part of this effort. I implore you to provide concrete proposals for reauthorization through NASDSE or CEC.

RESPONSES BY THOMAS HEHIR, PH.D.
TO AUDIENCE QUESTIONS AT CSPD CONFERENCE
(FROM TAPE TRANSCRIPTION)

QUESTION:	*What are the implications of using Part B funds to train general educators to provide services to nonidentified students? (in regards to restrictions on Part B money)?*

HEHIR: OSEP is pretty flexible regarding the use of Part B money for training general educators as long as training is linked to the purposes of Part B (e.g., child find). If you feel Part B monies are too restrictive, let OSEP know so we can consider this during reauthorization.

QUESTION:	*How would Part B funding tie into Chapter 1 funding?*

HEHIR: ESEA and Goals 2000 contain strong inclusive language in both pieces of legislation. (Regulations for these programs have not been completed.) When we reauthorize IDEA, we want to align ourselves closely to language in ESEA and Goals 2000. We also want to tie the Comphrehensive System of Personnel Development to the Goals 2000 training and ESEA training that will be taking place in the states. Most likely, there will be a requirement in IDEA that funds address training of special educators or integrated training between general and special education.

QUESTION:	*What steps will OSEP take to realign the training of special and general educators at the university level?*

HEHIR: I have a tremendous amount of concern about the preparation of educators. We need input from people.

There is not a good fit between State Education Agencies, Local Education Agencies, and Institutions of Higher Education [IHEs]. Not all IHEs are addressing the needs of LEAs. At all of our outreach meetings, there is a tremendous amount of concern being expressed about the preparation of special and general educators to educate students with disabilities in inclusive and integrated settings. There is a belief, and certainly it was my experience as a local administrator, that many of the preservice programs are not producing special educators who can implement the kind of educational program that students with disabilities need. When I was in Chicago, I spent a significant amount of my Part B money and the allotted State Part B money for retraining efforts of personnel recently trained. I resented that, because in a place like Chicago, you do

not have that much money. We did some very innovative training in Chicago between the Illinois State Board of Education and Chicago Public Schools. I found the higher education system responded, when the public school system put up the money.

One of the things that we have not done in policy is to look at incentives. Since higher education programs often operate on a shoestring budget, the introduction of some incentives in the system can affect the product. One of our concerns is that we have about $60 million for preservice preparation. Because IHEs come to the federal government for grants, we are aware that establishing training needs from a federal perspective (grants) discourages talk with LEAs and SEAs. The needs within individual states are different. The way in which we have parcelled out the Part D monies, which should be part of CSPD and not a separate amount of money, may be encouraging separate training of special educators. We are encouraging IHEs to pay attention to national priorities, but are they paying close attention to local priorities? Are they having a strong dialogue with you about State needs at the preservice level?

The whole notion of a separate preservice from inservice is off base, because really the preservice system serves a primary inservice function. Most teachers go back and take courses. If we influence the university system, we're influencing both preservice and inservice education.

I believe CSPD is a vehicle by which to have systematic planning and conversation between preservice and inservice consumers of the higher education system and the providers. It has been my experience as a special education director that the linkage is not nearly sufficient. We need to look within IDEA for incentive structures for linkages to take place. There is state money through the university systems, which is the biggest piece of the coin. There is the money we spend in Part D, which is a very small piece of the coin but influential. There is the Part B money which is spent at state and local levels on preservice and inservice. We see more people spending Part B money on the inservice of special education personnel. We need to tie Part D, Part B, and state university monies together in a tight mesh so that IHEs are responding more effectively to their consumers' need. We have examples of states where there is a close relationship between the higher education system and the education system. They tend to be the smaller states where it has happened because of relationships. But if you take larger states, there is often a complete disconnection between higher education and the public education system. We need to find ways to restructure Part D money so we can provide the right incentives for ongoing conversations.

A significant problem in the administration of Part D money is the inequitable distribution of resources to states since it is dependent on a university's success in a national competition. While there are very successful universities getting a lot of money, universities, in other states experiencing severe personnel shortages, are not getting that money. So there is very little Part D money going into those states. The ability to target resources is significantly limited by the way we distribute that money. That's one area we have to look at. I do not want to lose that money. We do not have a lot of money in this system right now, but we need to use the money so it has the most leverage. It is a problem the higher education system acknowledges. We look to you folks and the higher education system to give us good guidance as we reauthorize IDEA.

QUESTION: *Money and OSEP's data collection requirements drive the system. The process perpetuates categorization and drives how states and higher education institutions respond? What might you do about that?*

HEHIR: The degree to which special education is categorically driven is another issue that has been raised by the field, parents, and the disability community.
In IDEA, there are "in" and "out" categories of disabilities. We know that in the high incidence disabilities these categories don't have a lot of integrity. For example, there's a greater percentage of students with Learning Disabilities in Rhode Island than in Mississippi. But we all know why. There's a lot of judgment involved and local policies that influence who gets what label. We know that LD exists, but we don't have the science in identification. Often, the expression of LD is dependent upon the environment of a student. That's true for all disabilities. For example, if you are deaf and in an environment of signers, you are not disabled. Unlike deafness, where you can determine who is deaf or who isn't, we don't have the instruments to objectively determine who is LD and who isn't. Some people say we should be looking at the needs of students from a functional perspective.

There are states that have moved to non-categorical or cross-categorical delivery of services to students with disabilities, particularly mild disabilities. Massachusetts has always had that system and either North or South Dakota. A number of states are exploring the movement to non-categorical service delivery. It actually makes sense for students' needs, particularly in the high incidence categories. If you walk into a class of students identified LD, there will be students with behavioral and emotional needs. We need to be looking at individual children much more.

This is a big issue in the overall reauthorization of IDEA and I don't know exactly where we will come out. We will be looking at eligibility and the degree to which eligibility drives categories as we look at other issues raised by the field.

The data collection requirements are not something we can change without changes to the statute, but we can change how we collect data. We really do have an interest in knowing how many deaf students there are, how many blind students there are, how many students there are with multiple disabilities, particularly the nonjudgmental disabilities. There are some critical policies driven by that, particularly in teacher preparation.

We feel very strongly that our teacher preparation system needs to move toward a more non-categorical approach in the high incidence disabilities. There is also a need for specialized training for teachers of the deaf, students with vision disabilities, and students with severe and multiple disabilities.

QUESTION: *Given the number of recent retirements in the Division of Personnel Preparation of OSEP and rumors regarding restructuring, what are the plans for restructuring the Division and the rest of the office (including the Division of Assistance to States, etc.)?*

HEHIR: We have a number of issues in the organization of OSEP that we are examining. I do think IDEA reauthorization will be dictating how we organize ourselves.

Within OSEP there is a real disconnection between the monitoring of states, personnel preparation activities, research, and technical assistance. We are looking at how to fit these more closely together.

We have a federal responsibility to monitor states, one that is necessary to advance the education of students with disabilities. We would not be as far along if we didn't have that responsibility. But from my perspective, we have not done a sufficient job at enforcement. There are things we should have been enforcing the last 12 years. We did a lot of monitoring, particularly around processes, but we haven't backed that up with enforcement.

Now, we are revising our monitoring system to continue to look at process issues, which are important, that is we are focusing on due process and the fundamentals. If the fundamentals aren't there in terms of due process protection, we will do more enforcing, especially when we find serious basic problems with the implementation of the law. In addition, we are revising the monitoring system to look at data that reflect results as well. I think our field needs to be focused on what's happening, because of the significant investment we are making in special education. I could not say to Congress that we have reached a point in this country where we have implemented FAPE, when 38 percent of the students with disabilities drop out. It just doesn't pass the fundamental tests of logic or face validity. So we are working with state directors, with NASDSE, and with the advocacy community groups to look at our monitoring system and what needs to change to move the field forward.

Everybody agrees we have to look directly at outcomes or results data -- dropouts, overplacement of minority students in "dead end programs," and the degree to which special education students are included in statewide accountability systems. Nation-wide only 50 percent of students with disabilities are in accountability systems. We are changing this at the national level. The National Assessment of Education Progress (NAEP) will be including students with disabilities. All of the initiatives from the Department of Education will be including students with disabilities with appropriate modifications and adaptations. Why are 50 percent of students out of the accountability loop? Is that in their best interests? I don't think so. If we think accountability is important for all students, then accountability is important for our students. Some people say the IEP is good enough; but sorry, that's not good enough. We have states where over 90 percent of the students with disabilities are in the accountability system and other states with 40 percent in the accountability system. We feel very strongly that

we need to look at this from a monitoring perspective. Another area is the segregation of students with disabilities.

Given that we will be beefing up our monitoring system to address these areas, we do not want to take the roles of "good cop/bad cop" with the States. What we know about systems change is that we have to work with the States to develop better systems for educating students with disabilities. What does that mean? We need better ways of providing technical assistance to states. Right now our technical assistance system is very similar to the higher education system. The TA is often dependent on someone being successful in a national competition and not necessarily on the TA needs a State has or where TA needs are the greatest. We need to revise our technical assistance system to provide more direct help to states regarding the improvement of results for students with disabilities. We need to connect the TA efforts provided within the U.S. Department of Education, which will be significantly enhanced with Goals 2000, School to Work, and ESEA.

To improve results for students with disabilities we need to reach a higher level of implementation with IDEA. Personnel preparation is absolutely critical for that. We have to look at the work force. The improvement in results for students with disabilities takes place because of what teachers do and how systems respond to students.

CSPD has to be tied closely to the monitoring process as well as the TA process we provide to the states. Personnel preparation and technical assistance efforts need to be based on research.

We are looking at ways we can connect the functions of OSEP in the same way we want it replicated in states and in local school districts. We have a real problem in the Division of Personnel Preparation because we have lost so many people. As we fill positions, we need to be coordinated and connected.

One of the issues raised in the outreach meetings regarding reauthorization of IDEA is whether funding formulas should be tied to poverty. We know that in nonjudgmental disabilities (i.e., deafness, blindness, multiple disabilities), there is a significant overlap between poverty and disabilities. High poverty areas are more apt to have higher percentages of children in those disability areas. We also know in this country that we have largely segregated residential patterns, so poor people live in places that are pretty predictable -- cities and poor rural areas. Some people have argued that we need to look at how we fund services in those communities.

QUESTION: *What are your regular education counterparts in the Offices of Elementary and Secondary Education saying about inclusion, Section 504 of the Rehabilitation Act, American with Disabilities Act (ADA), etc.? What is OSEP doing to build collaboration between regular and special education?*

HEHIR: In the Education Department, I see close alignment on our issues. The team of people at the Assistant Secretary level and Director level really understand our issues.

I was at a meeting the other day where we were discussing the use of IQ tests to place students in Educably Mentally Handicapped [EMH] programs, an OCR (Office of Civil Rights) and OSEP issue. (NOTED: We have court cases around this issue. We have put a lot of emphasis in this field on a culture-free test, if there is such a thing, that will identify students in a racially-neutral manner.)

In this discussion, most Assistant Secretaries in the Department of Education identified that the issue is not IQ tests. If we keep framing the issue as IQ tests, we are feeding into this whole perspective of fixed aptitude. (NOTED: There is a fixed aptitude that people have.)

We need to be talking far more about what happens to students when they get these labels. We know that most often students who receive the EMH label are put into "dead end" separate classes. They are out of the accountability loop. Often, they get less educational opportunities than if we had not intervened. Those students are vastly disproportionately minority students. (NOTED: Forty percent are presently Black in a country where only 15 percent of the student population is Black.) Now that's something people should be screaming about. Not looking at better ways of putting students there, but looking at what happens when the students enter.

It was interesting that my counterparts in the Department of Education understood that issue. I don't think that has always been the case. Last week at the OSEP Leadership Conference, it was striking to see the degree to which people are on the same page. I have never been in a situation, frankly, where my counterparts really understood my issues. I haven't had to educate people, which is very optimistic for me.

We have been working closely with OERI [Office of Educational Research and Improvement] on students with disabilities being excluded from national assessments. We will be doing some joint research on early childhood on how disabilities and early childhood impacts large cohorts of children.

We are working with the Office of Vocational and Adult Education on the implementation of School to Work. We consider that absolutely critical to improving the opportunities that exist for disabled students. (NOTED: I think it's important to note that when the President signed the bill, there were students with obvious disabilities. We didn't have to ask.)

One Administration focus is within-department collaboration and working interdepartmentally. When I met with the Secretary regarding the OSERs' budget, most questions addressed what are you doing to integrate within and outside the Department of Education. There are several things in that area.

We are closely working with NIH [National Institutes of Health], which has a significant amount of money for research on learning disabilities. In the past, OSEP didn't talk to these people. NIH has a $25 million program looking at learning disabilities in the early grades. We're working with them to conduct research and broaden dissemination efforts. One of the problems is their research hasn't been getting out into the field.

We're working with the Center for Mental Health Services. Students with severe emotional disabilities [SED] have the worst results. More than 50 percent of these students end up in jail or state institutions. They are the students most poorly served. We haven't taken their needs seriously. Special education for these students often consists of containment programs. In the longitudinal study [National Longitudinal Transition Study of Special Education Students], very few students with SED get counseling in school or behavior management plans when they are integrated into general education classes. What are we doing?

The good news is that there is a major discretionary program in Health and Human Services [HHS] to develop "Communities of Care," a model developed by the Roger Wood Johnson Foundation which effectively serves children and youth with serious emotional problems. This program recognizes that effective programs involve interagency connections between mental health, education, welfare, and juvenile justice for joint planning. Illinois has done a great job in connecting these agencies. We know this works and is ultimately cheaper. If you start early, and connect these resources around children and families, children have better results. The services cost us a lot less than containment programs.

We will operate joint programs with HHS and with the Justice Department. Attorney General Janet Reno has been very explicit about the need to address these youths' problems much earlier than we do. We hope to have $100 to $200 million interdepartmentally to address the needs of these youths. That's what has got to work at the local level. The Vice President's wife, Tipper Gore, has been leading this effort, with high visibility briefings on the Hill. I think in the past these students and their families have been blamed for all kinds of problems in American education. We have a moral and ethical responsibility to educate all children and educate them appropriately. I am very excited about this.

QUESTION: *Educational agencies are mandated to provide services to children and youth with disabilities while other critical services providers, mental health or social services, do not have such mandates. This affects collaboration and makes Local Education Agencies responsible for more and more services.*

HEHIR: People are concerned about the mandates and that there aren't mandates for students without disabilities. We've had a lot of problems around the issues of discipline because we're mandated to serve all students eligible under Part B. There's no federal mandate to educate all students, except students with disabilities. Some people view that as a problem. I happen to view it as part of a solution. At a recent meeting someone told me, "The problem is you have these mandates." I said, "Wait a minute, that's not the problem. The problem is your students don't. Let's get this straight here. We worked very hard to get this mandate. Too bad, you haven't worked to get this mandate for all students. We'll show you how to do it." It's a good thing we do have mandates.

We need to look at state level interagency agreements. If there aren't solid interagency agreements at the state level, it's very difficult to implement IDEA. We know that for Part H, for instance, we assume it. We need to look at more agreements for Part B. Maybe we can provide leverage through our regulatory activities or even the threat of withholding money.

One very important area is health reform. There's a significant mental health benefit within the health reform package. The Administration has fought very hard to recognize mental illness is an illness just as a physical illness. If the mental health benefits and the section on school health services stay in the bill, we have an opportunity to develop needed services around students and families. I don't think the other agencies are going to get the kind of mandates that we have. The problems aren't because of the mandates, the problems are that nondisabled students don't have them.

QUESTION: *What impact will health reform have on the delivery of services from both a fiscal and service perspective? It will obviously affect Part H, Medicare, Social Security Income (SSI), and other ancillary support services. How will it impact education from both a fiscal and a service perspective? With health care reform, will physicians become gatekeepers to the system and will physicians become the target of CSPD dollars that would otherwise support educators and related services disciplines?*

HEHIR: We don't know exactly how the health reform is going to come about. No matter what the scenario is, I think education is the big gainer.

I know in Chicago, the health status of our students was pretty poor and the access to services was not there, even with Medicaid. That's probably true for many other communities. I think by addressing preventive health care, education is a gainer. I don't see the scenario where physicians are going to be getting CSPD. We do not have a favorable view of the medical model for providing special education. We don't. The emphasis on what's wrong with students, their deficiencies, as opposed to a robust view of children is one that we know has had a significant downside to our field. We also know that there are students who are dependent on the medical system for appropriate education. We believe that students, especially medically fragile children, need to have access to various types of medical support and families need access within their communities. We want to work closely with the medical system to address these needs.

But there are a lot of unknowns as far as health care reform. I think the Administration is going to be successful in expanding the availability of health care to the American people.

QUESTION: *What can we do to increase the seamlessness of Part B, Part D, Part H, general and special education?*

HEHIR: We are trying very hard, and meeting initial success, to get people to talk and work together who haven't in the past. I think there is tremendous potential for that. I think within your roles at the State level it's important to:

1) emphasize CSPD -- as we are going to be doing at the federal level within our monitoring efforts and with State Directors;

2) be involved in your state's efforts.

Like so many aspects of special education, we have to push ourselves into things. There are times when your boss needs to be saying you need to be at this meeting, that you need to be a part of the dialogue, part of the planning process. Some places look to special education. For example, we've done a lot more in training the last 18 years in comparison to the rest of education. When we look at how much money we've spent on training. (NOTED: We've needed it and more money.) Many State Departments of Education are only doing special education training under CSPD because of the requirements.

We have to knock on the door to get in, but we also have a lot to offer. We need to make that obvious once we get in the door.

As Goals 2000 and ESEA come on board and we look more at inservice training, I think we need to look to you folks for tremendous resources -- but first you have to get at the table.

1994 CSPD CONFERENCE
SMALL GROUP QUESTIONS FOR TOM HEHIR

GROUP 1 QUESTIONS

1) OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP) POSITIONS

Will OSEP take stands/positions on instructional practices, i.e., whole language/augmentative communication, and those that aren't substantiated by research data?

When will OSEP change its system in CSPD and IHEs and SEAs?
Why aren't DPP grants awarded to help changes on a state level?

What is OSEP's stand on monitoring CSPD components of state plans?

What is the overriding leadership on all of these areas listed below?

How is OSEP going to improve its relationship with OCR?

2) CSPD

Please clarify a stronger CSPD, regarding depth, breadth, and followup? (general)

How does CSPD relate to GOALS 2000 and reauthorization of ESEA?

3) IDEA

How long will IDEA continue to carry categorical language? How can we stop sorting students when we have to report by category?

4) CSPD DATA

What happens to state DPP data regarding the need to train collaboratively or to train general education teachers to work with students with disabilities?

How can OSEP help states collect data regarding inclusion and not by disability?

How can data collected help the system rather than drive the system?

5) LINK WITH EARLY INTERVENTION

What is the link with early intervention and Part B regarding identification?

How can one link/solidify with early intervention and not sort children when we repeat the categories?

6) PERSONNEL PREPARATION

How can we prepare personnel to work collaboratively without providing the skills to work together? i.e., preservice and inservice training of general and special education and related services?

In preparing special education or related services, how can we take these segmentally prepared people and expect them to blend together without training?

1994 CSPD CONFERENCE
SMALL GROUP QUESTIONS FOR TOM HEHIR

GROUP 2 QUESTIONS

1) OSEP

How is OSEP going to support increased funding for CSPD?

2) PERSONNEL PREPARATION

What steps will OSEP take to facilitate the realignment of training for general and special educators at the university and school level?

3) PERSONNEL PREPARATION/SERVICE DELIVERY

What are the implications for training to general educators and for providing services to non-identified students given the funding and regulation restrictions?

What support for this practice comes from general education acts?

1994 CSPD CONFERENCE
SMALL GROUP QUESTIONS FOR TOM HEHIR

GROUP 3 QUESTIONS

1) FEDERAL EDUCATION DEPARTMENT

What is happening at the federal level to involve specific education in school restructuring and reform across all areas?

2) OSEP

What is OSEP currently doing or planning to do to impact the teacher training at IHE's relative to enabling teachers to foster collaborative working environments among general and special educators?

What will OSEP do to interface with Teacher Education Division of CEC, HECSE, and teacher training institutions to promote reciprocity? How will OSEP promote efforts for systems change at the university level to promote quality and reciprocity?

3) COLLABORATION WITH OTHER AGENCIES

What can be done to deal with the fact that educational agencies are mandated to provides services to students with disabilities while other critical service providers are not?

4) FUNDING

Is there consideration to allow more flexibility funding to sponsor more collaboration across all areas of education (e.g., Chapter 1 and Special Education)?

5) STUDENT ACCESS TO OTHER PROGRAMS

What can be done to overcome restrictions to access caused by other programs by increased standards for admission to programs, particularly in vocational education (e.g., outcome standards in vocational education) programs that limit acceptance of students who may be predicted not to complete school?

6) OVERREPRESENTATION OF MINORITIES IN SPECIAL EDUCATION

What are the efforts to insure appropriate inclusion of minority students in special education?

7) REPRESENTATION OF MINORITIES IN SPECIAL EDUCATION STAFF

What are the efforts to insure representation among teaching staff in schools and the leadership roles of minority professionals?

1994 CSPD CONFERENCE
SMALL GROUP QUESTIONS FOR TOM HEHIR

GROUP 4 QUESTIONS

1) FEDERAL DEPARTMENT OF EDUCATION

How are OSEP and your general education counterparts in Dept. of Education collaborating around issues of mutual interest? Do you have models which would help state people trying to do the same?

What strategies or policies will be advocated with regard to inclusion?

2) CSPD

How does CSPD work with general educators at the state level? How can the feds help support this effort?

How do we build a supportive based among consumers (voters/taxpayers) for issues of education?

What are you doing and what can we do to increase the "seamlessness" of Part B, Part D, Part H, general and special education, and related services?

How can the FEDS support states in forging closer links among IHEs, certification, and CSPD efforts?

3) FUNDING

What about funding issues addressing:
- -- related services (medical vs. educational)
- -- assistive technology
- -- funding models which currently serve as disincentives for inclusion?

4) REAUTHORIZATION

What can state people do to assist with the reauthorization process and issues focusing on CSPD? What considerations are in mind in the reauthorization to blend inservice and preservice?

5) GOALS 2000

What level of involvement should we strive for in GOALS 2000? How well is special education represented in that effort?

6) SERVICE DELIVERY

What is the role of "related services" in restructuring?

7) PERSONNEL PREPARATION

What incentives do you have in mind for preservice general education?

1994 CSPD CONFERENCE
SMALL GROUP QUESTIONS FOR TOM HEHIR

GROUP 5 QUESTIONS

1) INSTITUTIONS OF HIGHER EDUCATION (IHEs)

Do plans exist to promote models of positive interaction between IHEs and special Education?

Will grants to IHEs be awarded on the basis of demonstrated needs in the state? What is OSEP's position on awarding grants to IHE's which don't reflect the needs of states?

How will the line between preservice and inservice be erase?

2) REGULAR EDUCATION RELATED

Do your counterparts in the Offices of Elementary and Secondary Education share the perceptions and goals you have stated?

3) GOALS 2000

Where is OSEP reflected in GOALS 2000? How active is OSEP's involvement in GOALS 2000?

4) FUNDING/RESOURCES RELATED

Will OSEP give financial support to innovative initiatives at the state level that may not match conventional compliance standards?

Where will funding come from to support more effective and aggressive early intervention?

5) TERMINOLOGY RELATED

What exactly is implied by shifting terminology from "mild disabilities" to "high incidence disabilities?"

Should we focus on "learning differences" instead of "learning disabilities?"

What other terminology shifts do you anticipate?

6) TEACHER ASSOCIATION RELATED

What will support positive models of interaction between special education and teachers' associations and unions?

7) NATIONAL TEACHER CERTIFICATION

Is there any movement toward national noncategorical certification and accreditation?

8) MANAGED HEALTH CARE RELATED

How will managed health care impact on children identified and served under Part H and Part B? Will physicians become system gatekeepers? Will physicians become the target of CSPD money that would otherwise support personnel development of educators and other related/relevant disciplines?

1994 CSPD CONFERENCE
SMALL GROUP QUESTIONS FOR TOM HEHIR

GROUP 6 QUESTIONS

1) OSEP POLICY AND RESTRUCTURING

Tom Bellamy once said that OSERS decisions were based 95% on social-political considerations and 5% on data. Is that changing, and how? Given your comment regarding research, where does research fit in to the decisions currently being made?

Since there have been a number of recent retirements in the Division of Personnel Preparation at OSEP and rumors regarding restructuring, what are the plans for restructuring the Division and the rest of the office (including Aids to States, etc.)?

3) FUNDING

Dollars seem to be shifting from education into other areas, such as health reform and crime. What is your perspective on that issue?

What is Congress's opinions regarding special education training, support, service delivery? Is education not as politically expedient a topic, and is therefore being ignored? Crime seems to be a big issue and education is part of it. How does the current Administration view prevention, habilitation, rehabilitation, and the connection between crime and education?

There have been a lot of rumors regarding funding for CSPD (e.g., a possibility that the competitive portion of DPP grants would be eliminated). What will happen with the dollars for CSPD under reauthorization?

4) IDEA REATUHORIZATION

Will the Part H funding formula for States change with reauthorization?

What will the Agency encourage as changes for IDEA for reauthorization?

What is your opinion on whether the qualified provider provision in IDEA will be retained?

5) PERSONNEL PREPARATION

What about the relationship between special education and general education in teacher preparation? What about the relationship between and among IHEs and LEAs?

Is OSE? initiating a payback for students who have been trained on Federal grants (that NASDSE is recommending)? Would you support the program?

6) GOALS 2000

How are children with special needs going to be addressed by Goals 2000, Standards Based Education, and other such initiatives?

7) HEALTH REFORM IMPACT

What impact will health reform have on the delivery of services? It will obviously affect Part H, Medicare, SSI, and other ancillary support services. How will it impact education from both a fiscal and a service perspective?

8) COLLABORATION WITH GENERAL EDUCATION

How do we get important information (e.g., best practices) to general educators already in the field?

What are the implications of having general education more involved in the education of students with special needs? How do we increase that involvement? What about involvement in the preparation of teachers who work with those students?

BIOSKETCH AND KEYNOTE REMARKS

CINDY SAVAR

DIRECTOR

PUBLIC RELATIONS AND MARKETING

COUNCIL FOR EXCEPTIONAL CHILDREN

BIOSKETCH

CINDY C. SAVAR

Cindy Savar serves as Director of Marketing and Public Relations for The Council for Exceptional Children (CEC).

CEC, located in Reston, Virginia, is the largest, international professional organization dedicated to improving educational outcomes for individuals with disabilities and exceptionalities. CEC serves 54,000 members and the field through a network of 61 Federations, 850 Chapters, 17 Divisions, and 250 Subdivisions.

Ms. Savar develops, manages, and executes senior-level market analysis and planning for the Council and its 19 product lines. This involves providing overall direction of staff efforts to define CEC markets, determination of consumer needs, and the development of market-driven strategies to meet those needs. In addition, she forges the creation of a unified visual image of CEC as a leader in the profession through the execution of numerous communication vehicles and collateral marketing materials. Her efforts have resulted in significant growth in all program areas, including: convention and workshop attendance, publication sales, and membership.

Ms. Savar is also responsible for the development and management of CEC's public relations program, including press and media relations. Initiated public relations activities have resulted in numerous placements, including *USA Today* and *New York Times* articles and an increase in media calls to CEC by over 150%.

Ms. Savar has over 15 years cumulative experience as a senior business executive, consultant, and entrepreneur. She came to CEC from the corporate community where she directed the marketing and public relations efforts for telecommunications organizations, computer services companies, and national trade and educational associations. GTE Telenet, MCI, Legent Corporation, Advanced Data Corporation, the American Medical Association, American Trucking Association, and the National Association of Sports and Physical Educators have profited from her talents.

CSPD Conference Keynote Presentation Outline

POWER MARKETING
7 Steps to Success

Cindy C. Savar
Director, Marketing and Public Relations
The Council for Exceptional Children

Power Marketing includes .....
- fulfilling client needs
- quality products and services
- customer service orientation
- consistent/unified messages & image

I. *Step I: PLANNING*

A. Develop objectives that include: (a) the purpose, format and content; (b) a determination of quantities (i.e., develop your strategy and promotional budget expecting a minimum 1% response rate); (c) a budget (i.e., allot 15% to marketing and public relations efforts).

B. Plan internal & external scan:

1. Marketing special education - Special Education is now more vulnerable than it has been in the past due to many factors including budget restrictions and pressure for reform. Accountability in special education has progressed from access to programs to better results for students, a natural progression that calls for different strategies to get and maintain support. The majority of formally identified and non-identified students with special learning needs are served by general educators who need our specialized knowledge. In the current context, we can no longer depend on the law of emotion to sell a program. Being effective leaders involves the need to sell ideas.

2. Variables that can influence the type, transmission, and success of marketing/communication about special education: (a) the demographics and characteristics of the state, (b) the political environment of the state, (c) funding and resource availability, (d) statutory requirements for reporting and teacher certification, and (e) technology and communication resources within the state department.

C. Segment and target audience: Identify who is your best audience.

1. Develop internal or external lists (e.g., Department of Education personnel lists, CEC State/Provincial Federations, CEC Divisions, Purchasers, convention attendees, other special interest lists)

D. Plan a needs analysis

1. A needs analysis can be anecdotal (i.e., employing interviews, focus groups, tear sheets, response cards) or formal (i.e., employing previous data, evaluations, surveys)

2. Process for gathering information to[1]: meet educator needs and determine new CSPD benefits, services, and products; identify knowledge, skills and experiences required by those serving individuals with exceptionalities; assess emerging issues in public policy; assess field satisfaction with CSPD products and services; and examine the needs of the various CSPD constituents.

3. Develop a pool of respondents and demographic information annually for on-going needs analysis database. Demographic information on your audience is vital to planning efforts.

   How do we want to segment our audience?

   What types of demographic information would be valuable for us all to know and have access to?

   What type of useful information is already in our system? Can we reorganize the information so that it is more valuable to us for marketing and evaluation purposes?

4. Prioritize different groups... For example, CSPD - active educators, CSPD - inactive educators, administrators and principals (i.e., their attitudes about the value of CSPD influence the decisions of special education teachers), general educators (who increasingly work and collaborate with our primary audience), and other audiences/stakeholders for CSPD products and services (e.g., the local press, higher education, policymakers, staff, etc).

---

[1] Adapted from CEC's 1993-1996 Strategic Plan

5. Learn as much as you can about your audience:

   a. Personal demographics (e.g., age, marital status, children, how do they spend their free time, where do they vacation, what are their interests?)

   b. Professional demographics (e.g., earnings, position, mobility, how many years in profession, degree/certification, continuing education, information gathering habits, work habits, what are their professional interests?)

   c. Home/Work habits (e.g., do they read at home or at work, do they prefer to get information at home or work, degrees to which technology is used, and where is their access to technology, at home or at work?)

   d. Information gathering (e.g., what organizations do they belong to, what publications/newspapers do they read, where do they purchase books relevant to practice, where do they obtain professional development?)

II. *Step 2: POSITIONING*

A. Focus your resource energy to develop your unique niche. What do you do best? What benefits can you provide to your audience?

III. *Step 3: PRODUCT*

A. Develop resources, products, services

B. Link with organizations that can help (e.g., The Council for Exceptional Children, Professions Clearinghouse, Eric Clearinghouse, Professional Development/Training Activities

IV. *Step 4: PRICE*

A. It is vital to:
   Know the competition
   Provide your clients with options
   Develop an offer

V. *Step 5: PROMOTION*

A. **Promotional elements include ads, direct mail, other print/broadcast media, promotional items and special events, trade shows, public relations.**

B. **Promotional marketing strategies**

1. **Increase response through frequency! Expect to get a 25-50% lift response if you mail within 4-6 weeks of the first piece. For example, if you have 100 people respond to a mailing the first time, 40 to 50 more will respond with the second mailing of the same piece. Use cost effective internal resources such as newsletters, catalogs, mailings, advertisements.**

2. **Be concerned with timing. The worst times for educational marketing are November, December, June or July. Peak mailing months are January to March (products/services/membership) and August (membership).**

3. **Note benefits to the reader! What is it about your product or service that constitutes THE benefit to the customer? What type of knowledge will they gain? What problem are you solving for them? Personalize whenever and wherever possible. Use active, positive words, such as free, new, announcing, you, sale, introducing, sale, save, money, discover, results, easy, proven, guaranteed, love, benefits, alternative, now, win, gain, happy, trustworthy, proud, healthy, safe, right, security, winnings, fun, value, advice, wanted, you, people, why.**

4. **Consider response mechanisms: Return CSPD name, address, city, state, zip. Use of an 800-number increases lift response. Don't forget the area code to your phone numbers. Respond by mail, by FAX, by phone! A picture is worth a thousand words! Using a "postage paid" strategy is not necessary. Provide payment options.**

5. **Consider offers/guarantees: Premiums, discounts, products or services included with price, cancellations/substitutions. Money-back guarantees do not elicit any more returns, but they do encourage additional purchases!**

6. **Marketing strategies the pros use that are worth money to you:**

   Price - make the price apparent and include payment options! For dollars - end in the "nines" (e.g., $9, $49, $179, $1799). For cents - end in odd numbers - 3,5,7,9.

Force your readers to read on, turn the page, open your piece.

Use amplifiers (i.e., personalization, offer, guarantee, easy to respond to, smaller, easy payments, time/labor savings)

Eliminate filters (i.e., no personalization, no offer, no guarantee, time/labor intensive).

For higher audience retention break copy with subheads or numbers (e.g., "9 easy ways to ..."). Keep headlines and titles short:

1-3 word headlines in ads: 46% of people remember, 13% read

4-9 word headlines: 44% remember, 11% read

10-15 word headlines: 43% remember, 9% read

Etc....

VI. *Step 6: POWER FOLLOW-UP*

A. Testing: One element at a time! List, price, offers, copy, design.

B. Tracking: It is vital to assess success. Possible assessment methods include source codes, electronic evaluation, other tracking mechanisms such as counts, focus groups, customer response cards, telephone/personal interviews and print surveys.

C. Sharing: Internal results and external organizations

D. Using Results: When it works ... use the formula again. When it doesn't work ...

VII. *Step 7: PIONEERING:*

A. Constant vigilance is necessary in order to find better ways to meet needs! Convert survey/needs analysis to action! Make changes that make a difference!

ABSTRACTS FROM CONCURRENT SESSIONS

1994 CSPD CONFERENCE ABSTRACT

A CSPD Runs Through It, Part II

PRESENTERS:
Susan Bailey, Montana CSPD Coordinator
Chris Ross, Special Education Director, Flathead County Special Services Cooperative
Bill Johnson, Director, Gallatin/Madison Special Education Cooperative
Dr. Linda Christensen, Professor of Special Education, Eastern Montana College

The Montana Office of Public Instruction has procedures for the development and coordination of a **Comprehensive System of Personnel Development**. The system includes inservice, preservice, and technical assistance training for regular education teachers, special education teachers, school administrators, related service providers, and paraprofessionals.

The Montana CSPD Council, comprised of specific stakeholders, developed a strategic plan which provides the structure for addressing networking, dissemination, leadership, and planned change. The Montana CSPD Council endorsed a plan for developing and implementing regional CSPD strategic planning. The ultimate goal is to move from regional planning to local district planning to ensure the effectiveness of each of the CSPD components.

The presentation addresses the process for the **regional team concept and development**. The regional team process involved CSPD strategic planning, including the creation of visions, goals, objectives, and action steps specific to regional needs. This process required thinking beyond the individual stakeholders' personal needs and grievances in order to plan for better inservice, preservice, technical assistance, networking, dissemination, leadership, collaboration and coordination for all people serving children with disabilities.

Team leaders discuss strategic planning at a regional level, utilizing the components of CSPD (needs assessment, collaboration, dissemination, inservice, preservice, etc.). The session also addresses the involvement of stakeholders from local school districts, including cross-over to general education. Additionally, presenters discuss the regional participation by institutions of higher education (IHEs), including the effects IHEs have on preservice and inservice training in Montana.

Through ongoing communication, networking, and collaboration, the CSPD regional planning process empowers personnel to continue strategic planning and managed change to ensure the Comprehensive System of Personnel Development across the state of Montana.

1994 CSPD CONFERENCE ABSTRACT

Total Quality Management or Who Is on First?

PRESENTER: Heather Bennett McCabe, Ph.D., Rehabilitation and Education for Adults and Children, Atlanta, GA

If Good methods are used, good results follow!!!

The session addresses the steps necessary to assure a smooth implementation of a Total Quality Management (TQM) process within a direct service institution. Total Quality Management (TQM) is not just another management model -- it is a systems model that can be integrated into and build upon whatever organizational model an agency is using. There are three major components of quality services: customer satisfaction, cost, and quality. The session provides a step-by-step approach to learning the basic principles of TQM. The message from the TQM movement is that organizations need to understand how systems function and managements are responsible for the systems. (A system is a "network of functions or activities and processes within an organization that work together for the purpose of carrying out the mission of the organization). Thus, organization need to be viewed and examined on the basis of activities, projects, and tasks rather than who reports to whom. Developing a flow-chart for each activity (which includes purposes, who is involved, inputs) should be delineated and discussed. Through discussions, participants can "buy in" to activities. An underlying principle of TQM is that 15% of the problems in the organization are due to people and 85% of problems are the result of systems dysfunction (T. Lewis, CAE, Executive Director, Atlanta Executive Service Corps).

Directors of early intervention and preschool programs need a specific vision of the direction of their organization, the changes that are necessary to move in that direction, and the specific steps that should be taken to manage the change to quality. The session enables participants to change the system within their organization to develop the systematic practice of TQM.

Bennis (1984) stated that "Leaders are people who do the right thing; managers are people who do things right." Early Intervention Program administrators need to guide the course of service and program development, provide support to children and guide their development, and meet the expectations of families for the care of their children (Garland, 1988).

Bennett McCabe Abstract Continued

The presentation addresses:

(1) Administrative Models: Leader or Manager?

(2) Who are the customers?

It is important to define the customer, both internal and external. All employees should be working every day to improve quality, cost, procedures, and systems so that customers are provided with services that are cost-effective, and best meet customers' needs and expectations.

(3) Long-Term Planning: How to do it?

The importance of long-term planning cannot be overemphasized. As Charles Kettering said, "We should all be concerned about the future because we will have to spend the rest of our lives there." Planning for quality requires a series of processes beginning with a strategic plan.

Participants will be guided through a strategic planning process, including the rationale.

(4) The Underlying Principles of Total Quality Management (TQM)

The principles, including Dr. W. Edward Demming's seven components of the quality process, will be reviewed. Within TQM, the provision of services should be customer driven, cost effective, and high quality.

(a) Understand how systems function

(b) Develop flow-charts for each activity

(c) Examine methods for achieving projects

1994 CSPD CONFERENCE ABSTRACT

Promising Practices from the Southeast

PRESENTERS: Chris Burge, CSPD Coordinator, Alabama State Department of Education, Division of SPE Services

Amy Simon, CSPD Coordinator, Georgia State Department of Education/Division for Exceptional Students

Georgia and Alabama present their development and implementation of **promising practices**. Currently, at different levels of implementation, both states address existing models, pitfalls to avoid, funding resources and future plans to continue recognizing the many fine programs available in their states.

Both states present their successful collaboration with Institutions of Higher Education (IHEs) as it pertains to CSPD in the areas of recruitment, personnel preparation, continuing education and preservice/inservice.

Amy Simon discusses Georgia's activities geared to recruiting the middle school population while Alabama discusses their recruitment efforts at the junior and high school level.

The two presenters then led the group in a discussion in an effort to assist in networking on these topics.

1994 CSPD CONFERENCE ABSTRACT

Leadership in Applied Special Education

PRESENTER: Dr. Deborah Carran, School of Continuing Studies
Johns Hopkins University

School-based leadership in the field of special education is one of the mandates for the 1990s. Leadership, however, is often left to the policy makers and may not be reflected in the classrooms. It is timely, therefore, that educators be trained as leaders to identify, apply and evaluate innovative special education programs. Such leaders would serve as a liaison between universities and school systems and be proactive in integrating new research findings into schools.

This presentation introduces the conceptual model behind the doctoral program, **Applied Leadership in Special Education**. The program funds 10 doctoral students who are currently employed in school systems. The four-year part-time Ed.D. program prepares individuals to investigate, apply, and evaluate research to be implemented in special education classes. Enrolled doctoral students have a minimum of 36 credit hours in a major study area of special education (Early Childhood Special Education, Mild and Moderate Handicapping Conditions, Speech Pathology, or Severe and Profound Handicapping Conditions). The students follow a program which requires:

a) 30 credit hours in Measurement, Research, and Statistics;

b) 9 credit hours of Doctoral Seminar;

c) 12 credit hours of Internship;

d) 12 credit hours of Dissertation.

A tuition assistance of 70% is provided through the grant for the four years of study.

Program graduates will foster a school system's implementation of new and innovative special education programs and provide the mechanisms for continued partnership with University faculty engaged in research.

1994 CSPD CONFERENCE ABSTRACT

Consultation Model for State Systems: A Model for Service Delivery

PRESENTERS: Nancy Fire, R.N., M.S., Technical Assistance Coordinator, National Early Childhood Technical Assistance System (NEC*TAS)

Cordelia Robinson, Ph.D., Director, John F. Kennedy Center for Developmental Disabilities, University of Colorado Health Sciences Center

Consultation is defined as a method of service delivery whereby a specialist evaluates a child and provides recommendations, direction, and training to another professional or paraprofessional who actually delivers the service over a specified period of time. Many states are in the planning stages for a consultation model of service delivery as they have realized that there are shortages of specialists. They have also realized that the actual specialist may not be the most appropriate person to deliver the service due to individual family needs and preferences. Further, young children often need services within the context of natural settings, making the use of other personnel necessary to delivery IFSP services.

Problems are inherent in planning and implementing the consultation model, however. They fall into three categories:

(a) practice issues,

(b) communication,

(c) funding.

In this session, Dr. Robinson (previously a state ICC chair) and Ms. Fire (formerly a Part H Coordinator) will lead a discussion about the model and the issues inherent in implementation.

1994 CSPD CONFERENCE ABSTRACT

Rural Personnel Issues

PRESENTERS: Nancy Fire, Technical Assistance Coordinator,
National Early Childhood Technical Assistance
System (NEC*TAS)

Juliann Cripe, Ph.D., Co-director of Project KITS:
Kansas Inservice Training System

Providing services in rural areas has been a perplexing issue for providers and state planners over a long period of time. In the past, public systems have both developed strategies to place services in remote areas. Many of these strategies are working today.

However, new issues have come to the forefront with the need to keep children in natural settings and the involvement of local communities in the planning and delivery of services to families. These latest issues have given rise to new strategies.

This presentation will enable participants to more fully assess the rural personnel issues in their states, including:

(1) shortages of personnel,

(2) traits of rural providers,

(3) provider bonding with the rural community,

(4) working with families of divergent cultural backgrounds,

(5) providing job satisfaction and increasing retention,

(6) developing paraprofessional linkages,

(7) providing continuing education,

(8) finding financial resources, and

(9) maintaining access to professional networks/training.

66

1994 CSPD CONFERENCE ABSTRACT

Kansas CSPD and Project Partnership

PRESENTERS: Nancy Gray, CSPD Coordinator
Kansas State Board of Education

Dr. Wayne Sailor, Professor, Special Education
Director, University Affiliated Program,
University of Kansas, Lawrence Campus

The presentation describes the **Kansas Comprehensive System of Personnel Development and the Kansas Project Partnership.** The information addresses the strategic planning process, the Kansas CSPD Strategic Plan, subcommittees, forms, and the functioning of the CSPD State Committee. In addition, the presentation highlights the relationships between Institutions of Higher Education (IHEs), state education agencies, and the Comprehensive System of Personnel Development.

Thirdly, the presentation focuses on the relationship of the Kansas CSPD and the Kansas Project Partnership. The Partnership is an Office of Special Education Programs - Personnel Preparation grant awarded to Kansas to form training partnerships for teacher education programs. Kansas CSPD funds staff development activities and Kansas Project Partnership funds preservice training.

The presenters describe three other projects, which are part of the Kansas CSPD Plan, including:

(1) Kansas Recruitment and Retention Project;

(2) Supply and Demand Computer Program

(3) History of the IHEs faculty meeting jointly sponsored by Kansas CSPD and Project Partnership.

In addition, the presenters gave an update on the "**Proposed Redesign of Professional Preparation and Initial License/Endorsement of Kansas Educators.**" Kansas CSPD and Kansas Project Partnership were instrumental in initiating changes in Kansas' certification.

In an effort to encourage **staff development** tailored to individual needs on school restructuring, the Kansas Comprehensive System of Personnel Development has a new mini-grant program. Mini-grants, ranging up to $3000, are awarded for staff development activities across the state. Mini-grant competitions are a part of the Kansas CSPD and the Project Partnership. Both use competitive applications with funding according to impartial review panel recommendations.

1994 CSPD CONFERENCE ABSTRACT

Performance Assessment and High Stakes Statewide Accountability: Implications for Special Education

PRESENTERS: John Haigh, Ed.D., Staff Specialist, Maryland State Department of Education, Division of Special Education

Stephen K. Hess, Director of Criterion Referenced Evaluation and Testing, Frederick County, MD, Public Schools

The Maryland model of statewide accountability includes assessments which address all students. This system of accountability is targeted for school improvement.

This session presents:

(1) an overview of the Maryland system,
(2) inclusion of students with disabilities in general education classes,
(3) assessment and training issues,
(4) accommodations,
(5) using the information, and
(6) what we have learned.

Specific points address: outcomes, curriculum match, performance tasks development, scoring and standards, and training. Included in the discussion is the process used in Maryland to provide training to school systems at each of the conceptual, instructional, and accountability stages of development.

An indepth review of one school system's approach to training relative to the process is presented. The role and involvement of Special Education at each stage is discussed as a continuous thread throughout the process.

1994 CSPD CONFERENCE ABSTRACT

Alternative Basic Certification Program in Special Education

PRESENTER: Fay Ikei, RISE Coordinator, State of Hawaii Department of Education

The objective of this session is to share information on a program that addresses the shortages of trained, certified special education teachers. The State of Hawaii's Department of Education has addressed this problem by developing an alternative basic certification program for special education teachers.

The presenter shares the development of this program from a prototype pilot project to a full-fledged statewide program, describing "great movements and lessons learned" along the way. First, she describes the critical problems in filling classes with qualified special education teachers. She depicts the problems associated with recruitment efforts, including those experienced by institutions of higher education.

Second, the presenter describes the efforts of the State of Hawaii's to develop and implement an alternative certification program that includes field-based teacher-training. The program's purpose is to provide non-certified special education teachers the skills, knowledge, and abilities to teach effectively.

Third, the session describes the program's four content areas:

(1) Foundations of Special Education;

(2) Curriculum and Instruction;

(3) Classroom Management; and,

(4) Professional Development.

In addition, the presenter reviews course methodology that is used to assure quality and consistency of training across the State's six islands and seven districts.

Fourth, the presenter shares the program's results in terms of graduation success and the quality of graduates relative to standardized national norms.

Finally, the session discusses some plans for the future. For example, the State is developing follow-up professional development activities for program graduates and plans to export training methodology to the educational aide/paraprofessional career field.

1994 CSPD CONFERENCE ABSTRACT

Dancing with an Octopus: Health Care Reform - Its Potential Impact on Collaborative Funding Under Part H

PRESENTER: Jean Johnson, Ph.D., Project Coordinator
Zero-to-Three Hawaii Project

Collaboration has been described as dancing with an octopus. That dance (collaborative funding) becomes more challenging as the octopus (health care reform) refuses to stand still, drops some legs, and constantly grows new legs.

This presentation: (1) examines the issues surrounding collaborative funding; (2) presents one state's dynamic experience in shaping a responsive, managed care system for early intervention; and, (3) guides a discussion on how Part H personnel can exert an influence on this process at state and national levels.

There are major differences between Part H and Part B. Two major differences are the family focus of Part H and its mandated reliance on interagency collaboration to provide funding from multiple sources. A large part of this multiple funding base consists of third-party insurance, including Medicaid and private health insurance. Health care reform potentially may turn the tables upside down on these efforts, eliminating a current and future source of funding for early intervention services.

Hawaii's Part H Program. Hawaii has been an enthusiastic participant in the Part H program since its inception. The state is currently in Year VII of funding and in its fourth year of full implementation. Hawaii has a broad definition of eligibility that environmentally at-risk infants and toddlers. The child count on December 1, 1993, recorded 3,635 infants and toddlers being served with an IFSP under Part H. This number represents a full 6% of all children under the age of three in the State.

Hawaii's statewide system of services combines multiple public and private agencies and providers. The program receives more than 80% of its funds through the State general fund. With severe budget restrictions for the foreseeable future, finding new funding sources is essential, if the program is to survive and expand.

In April, 1993, service providers started billing Medicaid for targeted case management and rehabilititative services. However, the State also introduced QUEST, a five year waiver program that replaces most of Medicaid and state health insurance with a managed care system. Eligible participants include individuals, whose incomes are up to 300% of poverty, with a sliding premium schedule for those between 100% and 300% of the poverty level. The benefits package is identical with the current Medicaid benefits, including EPSDT coverage for children.

The introduction of QUEST threw the Department of Health (Part H Lead Agency) into disarray when it was informed that it would no longer be considered a provider of services.

1994 CSPD CONFERENCE ABSTRACT

Better Leadership Through Better Communication

PRESENTER: Robert C. Johnson, Ph.D., Instructor in Speech
Kapiolani Community College

This workshop presents a "nuts and bolts" examination of good leadership-communication in managing early intervention programs. The presenter describes and illustrates four principles of leadership communication. In a problem-solution format, the audience applies the four principles in scenarios that focus on leadership communication in early intervention systems. The presenter also gives instruction in communication skills for preservice and inservice training.

While leadership is thought to be an in-born quality, a more practical view is that leadership consists of learned behaviors as well as knowledge as to when to apply these behaviors. A most important leadership behavior is communication, written and oral, and the knowledge of what to say or write and how to say or write it. Often, leadership is shown just as effectively in knowing when not to say or write.

In general, good leadership communication is concise, precise, humane, and timely. In a memo, letter, policy statement, oral briefings, interviews, training sessions, staff meetings, and interactions with families, the principles of conciseness, precision, humanity, and timeliness usually serve well. Ironically, these principles stand in contrast to much communication in modern organizations. Verbosity, imprecision, jargon, and inappropriateness characterize many modern messages. Employees read memos and scratch their heads. Families bristle at abrupt and inconsiderate qualities of spoken and written messages. Who is in charge here? Where is the leadership?

The outcome of the workshop is a fresh appreciation of the power of clear and thoughtful communication in writing and speaking. Another outcome is humility and tolerance for self and others in view of the difficulty of communicating well.

1994 CSPD CONFERENCE ABSTRACT

Advanced Facilitation Techniques for Facilitators of Change

PRESENTER: Tom Justice, Thomas Justice Associates

This session describes agenda planning and building meeting agendas, selecting alternative strategies from a list of alternatives, building a quality data base to create breakthrough strategies for changes, using consultative consensus to move groups to faster and better decisions, and evaluating meetings effectively.

Session participants interactively select techniques for discussion from a menu of advanced facilitation topics. The topics were drawn from the training curriculum for change agents designed for the Northrop Corporation in Los Angeles, California. Topics include:

The "Future Search Conference," a promising new large group technique for building a desired future amongst diverse stakeholders;

Dialoguing techniques that open up new avenues of communication for groups;

"Critical Success Factor Analysis," a method for planning for success in any given endeavor, a variety of methods for prioritizing and selecting alternatives;

Process Re-engineering, the newest planning technique that is driving corporate organization change and "rightsizing" efforts;

Using "consultative consensus" procedures to make quality task force decisions faster;

"Diversity Analysis," a more inclusive approach that fosters a broader base of support for diversity;

"Using the Self as an Instrument of Change, " self analysis techniques for change agents; and,

Setting up charge statements that increase the chances of success for inter-agency groups with divergent stakeholders.

CSPD CONFERENCE ABSTRACT

A Graduate Program in Transition Services Designed to Promote Professional Collaborations

PRESENTER: Gloria Lane, Ed.D., Assistant Professor, Special Education Coordinator, Graduate Program in Transition Services, Johns Hopkins University

This presentation describes a training program that was designed to improve the capability of the Maryland Public Schools to develop and coordinate transition services. (The purposes of Transition Services are to effectively enable students with mild to severe disabilities to obtain and maintain meaningful employment, and to meet the demands of community living following their exit from the educational system.)

The program's applicants pursue either a Master's Degree or a Certificate of Advanced Studies in Education (30 credits beyond the Master's Degree). For qualified individuals, the program of studies can be customized to include courses in administration and supervision leading towards state certification.

The presentation highlights the process of program development, with particular emphasis on the significance of collaborative efforts between the University and Local Education Agencies.

An overview of the program's operations address:

(1) recruitment and selection of eligible applicants,

(2) training schedule,

(3) practicum activities intended to promote interagency collaboration at the professional development level.

The presentation includes a brief review and rationale for the courses included in the program's curriculum. The 33 hour credit curriculum provides training in a broad range of areas relevant to the preparation of adolescents and young adults with disabilities to the world of work.

1994 CSPD CONFERENCE ABSTRACT

Retraining Teachers into Speech-Language Pathologists

PRESENTER: Dr. Tom Longhurst, Professor & Grant Project
Director, Dept. of Speech Pathology and Audiology
Idaho State University

In 1986 Idaho State University (ISU) began its first, full-fledged teacher retraining program. Qualified district teachers are retrained for a career shift to fill, long-term SLP vacancies in districts. (Since 1986, ISU has completed two Office of Special Education Programs Personnel Preparation retraining projects.) ISU programs have "targeted vacancies" so there is a long-term impact on identified Idaho shortages. Some have called this the "grow your own SLP" [Speech-Language Pathologist] approach.

The presenter reviews the "career shift" for teachers involved in ISU's program, how the teachers were nominated by district administrators, and how the teachers were recruited and admitted. He describes the specific content of the three year curriculum. The first year involves a preprofessional, prerequisite year with the following two years a reasonably standard, two-year graduate program. The non-standard aspect involves the Thursday-Friday schedule during the academic year and full-time summers. Most teachers work half-time in their home districts while in the program.

The session also addresses issues, such as:

- program access
- program quality
- class/clinic schedule
- distance learning
- program funding
- trainee funding
- program staffing and supervision

Finally, the presenter discusses the positive role that the ISU-SLP program and the funded projects have played in the Idaho CSPD and the State Special Education Plan.

1994 CSPD CONFERENCE ABSTRACT

Initiating Paratherapist (OT-PT-SLP) Training in a Rural State

PRESENTER: Dr. Tom Longhurst, Professor & Grant Project
Director, Dept. of Speech Pathology and Audiology
Idaho State University

This session describes the initial process undertaken to start a paratherapist (OT-PT-SLP) personnel preparation program in a rural state.

In 1992 assessments were conducted which indicated a strong demand in Idaho education agencies and the health care industry for paraprofessionals in physical therapy, occupational therapy, and speech-language pathology. There were no training programs in Idaho to produce aides or assistants in these therapy areas nor were paraprofessionals being universally utilized as cost-efficient extenders of service delivery. Preliminary surveys indicated professionals were generally favorably disposed to aides/assistant utilization, but they clearly wanted to be assured that the paraprofessionals would be well trained, well supervised, and appropriately utilized.

In 1993, three separate technical committees were formed to develop curricula for training paraprofessionals. It was proposed that aide training would be conducted in high schools or post-secondary, short-term training, and assistant training would be at the two-year associate degree level. The final Technical Committee Reports included Student Performance Standards (competencies), a Curriculum Guide detailing all Tasks to Be Performed, Enabling Objectives, and statements of Scope of Practice and Supervision Requirements.

As flexible training programs are being developed, planners are encouraged to build career ladder programs through collaborative articulation agreements among high schools, two- and four- year colleges, and graduate colleges and universities in Idaho. Thus, students can complete "aide" training in high school facilitating "school to work." Students could then advance to "assistant" training in colleges and eventually professional level education at the baccalaureate/graduate level in a university.

The expected future outcomes for students and the successful dynamics of this curriculum process will be discussed. Sources for obtaining the Training Guides will be shared.

1994 CSPD CONFERENCE ABSTRACT

Creating Schools as a Learning Community: The Experimental SJSU Concurrent Multiple Subject/Learning Handicaps Credential Program

PRESENTERS: Mary Male, Ph.D., Professor, Division of Special Education & Rehabilitation, San Jose State University

Nancy Lourie, Ph.D., Associate Professor, Division of Teacher Education, San Jose State University

All teachers, regular and special education, need the skills to teach children with wide ranges of abilities and cultural/linguistic differences. Further, there is a growing demand for special education teachers. In order to meet these needs, teacher preparation programs must be streamlined and recruitment must focus on early identification of teacher candidates.

The Departments of Elementary Education and Special Education at San Jose State University have developed an experimental, dual Multiple Subjects/Learning Handicaps credential to respond to these needs. (Currently there are 31 candidates participating in the program). This innovative program features a field-based partnership with a Local Education Agency. The program offers a curriculum that links general and special education, and a university and public schools. The program, utilizing a thematic approach to all curriculum/methods courses (math, social studies, science, and language arts/reading), includes the following assumptions:

(1) In order to be more effective with all children, teachers must view schools as "learning communities" where a collaborative model between special and regular education is the norm (so that students can avoid the stigma of being labelled "special");

(2) In order for teacher candidates to function successfully in a collaboratively structured school program, they must observe modeling of collaboration between special and regular education during their own training; and,

(3) Children will be better served if all teachers are prepared with an understanding of the issues and appropriate strategies to teach diverse student populations.

This presentation focuses on issues of curricular integration and linkages, specifically:

(1) All curriculum methodology classes are team taught by faculty from both elementary and special education, encouraging the integration of course content of both fields;

Male and Lourie Abstract Continued

(2) A partnership was built with one school district, Oak Grove, to provide teacher candidates. (Oak Grove is engaged in defining the policy and implementation of full inclusion within its system).

The University profits from gaining significant district human resources to enhance the program and the district gains from having teacher candidates who will share their collaborative approach to special education with other district teachers.

The presenters share course syllabi, advisement sheets, and sample materials with participants. They review formative research data on the effectiveness of the program.

1994 CSPD CONFERENCE ABSTRACT

Retention in Maine: Nuts and Bolts of Staff Development Networking Within Regular and Special Education

PRESENTERS: Dr. Pamela Clark Rosen, Division of Special Services, Maine Department of Education

Nancy Ibarguen, Director of Certification, Maine Department of Education

Maine is a rural state with a total population of less than 1.3 million people and a geographical area which is as large as the combined land mass of the rest of the New England states. There are approximately 212,000 students and 15,000 professional educators in 284 school districts. The CSPD Advisory Council represents includes representatives of institutions of higher education and 30 projects delivering staff development opportunities statewide or regionally.

Facilitating leadership and change in personnel training and development requires the elaborate collaboration of statewide regional programs with Institutions of Higher Education in an effective networking system. The seven sites of the University of Maine serve the majority of the professional educators. Delivering face-to-face staff development is a challenge in Maine, considering the travel distance to the campus offering the program of choice and the prolonged winters. While the State has used Interactive Television (IT) for some required courses, IT has not provided an environment that encourages meaningful dialogue and results in system change.

This presentation describes the networking of the mentoring/staff development system in each school district, the regional consortium structure, and the statewide associations for teachers, special education administrators, and general education administrators. Issues addressed in this session include:

Initiatives for participation

Training requirements for mentors

Local control for determining staff development training

Reconciling the locals' training topics with state needs

1994 CSPD CONFERENCE ABSTRACT

Alternative Certification in Special Education: Efficacy of a Collaborative, Field Based Teacher Preparation Program

PRESENTER: Michael Rosenberg, Ph.D., Professor & Chair, Dept. of Special Education, Johns Hopkins University

Johns Hopkins University, in collaboration with Baltimore City Public Schools, Baltimore County Schools, and the Maryland State Department of Education, devised an innovative, multi-faceted two-year experimental program leading to certification and a Master's Degree in Special Education.

In addition to addressing the critical need for special educators in the Baltimore area, this U.S. Department of Education-funded program possesses several unique features:

(1) Special recruitment procedures were utilized to attract 18 quality liberal arts graduates who wished to become special educators. Special emphasis was placed on attracting individuals from traditionally underrepresented minority groups.

(2) Teachers participated in a number of "best practice" training activities, including:

(a) Intensive university supervision;
(b) Broad-based local school mentoring;
(c) Applied coursework and seminars; and,
(d) Intensive summer coursework.

Data were collected from a variety of sources (e.g., teachers, university supervisors, mentors, building principals) to assess the impact of specific programmatic variables (e.g., mentoring) and entry level teacher characteristics (e.g., age, work experience) on teacher efficacy. University staff used validated direct observation instruments (e.g., The Instructional Environment Scale (TIES), Ysseldyke & Christenson, 1987), structured interviews, and self-report questionnaires to collect data. Specific comparisons were made with first-year special educators who had completed their training and certification through traditional routes.

The following general conclusions were drawn:

> Alternative Certification (AC) teachers were performing at, or exceeding satisfactory levels in their first year of teaching.
>
> Alternative Certification teachers demonstrated specific instructional and management competencies at better than satisfactory levels as rated by principals and supervisors.

Rosenberg Abstract Continued

> There were no significant differences between ratings of AC teachers and those from a matched control group of first-year, traditionally certified teachers.

While we don't consider alternative certification to be a replacement for traditional teacher preparation programs, we do believe it provides a viable means of:

(a) attracting and preparing non-traditional education students;

(b) encouraging professionals from other fields to enter special education; and,

(c) enriching our supply of full-certified and qualified special educators.

As we replicate our program with a new cohort of candidates, we will focus on improving time and cost-effectiveness while maintaining overall teacher efficacy.

1994 CSPD CONFERENCE ABSTRACT

Thinking Strategically to Achieve the Vision of *Dine* Education

PRESENTERS: Harvey Rude, Ph.D., Professor and Assistant Dean,
College of Education, University North Colorado

Anita Bradley-Pfeiffer, Executive Director,
Navajo Division of Education, The Navajo Nation

The Navajo Nation has been engaged in a dynamic process designed to increase the number of Navajo teachers who work with Navajo students in classes across the nation.

This session describes a variety of activities that the Navajo Division of Education has completed, including the founding of a Navajo Consortium for Teacher Education. The Consortium members include the Navajo Community College, Fort Lewis College, Prescott College, Northern Arizona University, the University of New Mexico, and the University of Northern Colorado.

The presenters identify key considerations in achieving effective partnership arrangements between K - 12 and higher education agencies as well as the collaboration necessary among colleges and universities. They discuss the leadership considerations to be observed in promoting effective coalitions.

The unique contributions of Consortia Members have resulted in a variety of projects that have enhanced the capability of the Navajo Division of Education to achieve their long range vision.

> We, the people were placed on this earth by the holy people; therefore, we are their children and will learn to respect that which is sacred to us, such as our culture, life, and kinship, and will assist our people through our personal strenuous effort; in a holistic manner. We will master the Navajo and English languages; know our culture; be kind and caring. We will understand our kinship and be proud of it. We will know everything through thought, planning and life; we wish for this with hope. As we journey through life with wisdom, the rainbow (our symbol of sovereignty) and the Treaty of 1868 will shield us. People will recognize our positive action of striving toward self-sufficiency. We will take over the responsibility and control of the education of our children.

1994 CSPD CONFERENCE ABSTRACT

A System of Statewide Training and Regional Support for Early Intervention Personnel and Families

PRESENTER: Dathan Rush, M.A., CCC-SLP, Program Assistant & Training Coordinator, Sooner Start Early Intervention Program, Oklahoma State Department of Health

The objective of this presentation is to provide individuals with a method and framework for establishing a comprehensive, interdisciplinary training program with significant family involvement. The presentation focuses on the following components:

(a) development of the training program and curriculum;
(b) goals of the program;
(c) areas of training and courses offered (technical and team);
(d) methods for individuals and teams to select training;
(e) program evaluation;
(f) methods for movement from statewide to community-based training; and,
(g) training issues associated with family-centered, interdisciplinary perspective.

Part H of the Individuals with Disabilities Education Act (IDEA) requires that states develop a Comprehensive Plan for Personnel Development (CSPD). The plan provides preservice and inservice interdisciplinary training for personnel associated with the early intervention programs serving infants and toddlers with disabilities and their families.

Oklahoma's Early Intervention Program, Sooner Start, began a statewide training needs assessment process in June, 1990, to determine the topics most needed by staff for targeted training. Based on the identified needs and federal regulations, Oklahoma developed the interagency, inter-disciplinary Early Intervention Statewide Training and Regional Support Program or S.T.A.R.S. This training program is being implemented with family involvement. The goals of the training are to: (a) facilitate team functioning, (b) assist teams to develop and put into practice the principles of family-centered services, (c) develop and deliver information to teams demonstrating "best practices" for the provision of services, and (d) insure knowledge of and adherence to the Oklahoma Sooner Start policies and procedures mandated by P.L. 102-119. The purposes of the S.T.A.R.S. courses are to develop individual skills, expand the knowledge base, and improve delivery of services at the community level.

1994 CSPD CONFERENCE ABSTRACT

Faculty Friends of Early Intervention

PRESENTER: Ruth Schennum, Ph.D., NCSP, CSPD, Part H
Coordinator, Rhode Island Department of Health,
Division of Family Health

The presentation's objective is to inform participants of the need for and efficacy of regional teams for the provision of preservice and inservice training. The presenter shares some strategies for building a system of regional teams and guidelines for developing teams.

In conjunction with the Northeastern Early Intervention Faculty Training Institute, a survey was conducted of higher education faculty who teach courses in disciplines relevant to Early Intervention. The survey's purposes were: (1) to assess the extent to which content was focused on or integrated into already existing college and university coursework, and (2) to determine the types of placements used for students in their programs. As a parallel activity, the Preservice Committee of the Rhode Island Part H, Comprehensive System of Personnel Development designed and carried out surveys of Early Intervention staff and families. Staff used survey results to identify the needs for preservice training in early intervention and to identify target areas for inservice training.

Faculty members from public and private institutions of higher education were nominated by early intervention personnel and families to become members of the "Faculty Friends of Early Intervention." The results of the surveys were shared with these "faculty friends," early intervention personnel, and families. Regional teams were formed to begin developing training strategies, content, and options for use in preservice and inservice training.

1994 CSPD CONFERENCE ABSTRACT

Achieving Exceptional Outcomes with Mentor Teachers

PRESENTERS: Bruce Schroeder, Utah Learning Resource Center

Ken Reavis, CSPD Coordinator, Utah State Office of Education

Over 300 Mentor teachers from across Utah have been trained in an ongoing staff development project now in its eighth year of funding. Five key training areas have been identified for the two year training cycle. In collaboration with the University of Utah an extensive program evaluation has been conducted giving specific recommendations that have increased the impact of mentoring programs.

The beginning process of teaching is a period of trial and error for most teachers. Many receive inservice assistance, but are given little follow-up after the training. Other teachers, who have been in the field a number of years, feel frustrated because of a lack of knowledge (e.g., effective behavior management strategies, current validated instructional techniques) or where to go for help. Others are frustrated because of a lack of time to gain that knowledge. The Utah Mentor Teacher Academy was created to help address these needs.

The Utah Mentor Teacher Academy, organized in the Spring of 1986, is funded through a grant from the Utah State Office of Education and is a project under the direction of the Utah Learning Resource Center. The primary goal is to train experienced individuals, who are master teachers and are dedicated to promoting excellence in the teaching profession, to serve as mentors for less-experienced and beginning teachers. In this mentor role, the individual functions as a model, guide, sponsor, counselor, coach, resource, and colleague to the new teacher. In addition, mentor teachers learn how to provide effective inservice.

A three-day initial training provides the new mentor with an overview of five areas:

(1) Knowledge Base;
(2) Interpersonal Relations;
(3) Modeling;
(4) Collaboration and Consultation; and
(5) Coaching.

These five areas provide the mentor teacher with a well-rounded background of skills that have proven to be necessary in the mentoring process. Over a two year period mentors receive state-of-the-art training each month by experts in the field. This training builds and/or refines skills thus providing master teachers with a knowledge base that can be used as they help the less-experienced or novice teacher grow. While the Mentor Academy provides the training, each district develops plans on how trained mentors will be used. Thus, districts have the discretion and autonomy to utilize their mentors according to their particular needs.

1994 CSPD CONFERENCE ABSTRACT

A Northeast Collaboration: Moving Toward a Common Market for Special Education Personnel

PRESENTERS: C.G. Shaffer, Northeast Regional Resource Center, Institute for Program Development, Trinity College of Vermont

Anne DeFanti, Rhode Island Department of Education

The Northeast Common Market Project is a collaborative effort between the Northeast Regional Resource Center and the Regional Laboratory for Educational Improvement of the Northeast and Islands. Six states collaboratively developed teacher competencies for special educators. These competencies form the basis for a regional (six Northeast States including New York) credential for special education personnel. The Project will "offer" teaching certificates to individuals who demonstrate that they have the knowledge, skills, and abilities reflected in the competencies.

The presentation covers:

I. History of the Northeast Common Market Project (origin, components, and anticipated outcomes)

II. Special Education Certification Project
  A. Composition of Working Group

  B. Tasks and Structure

  C. Anticipated Outcomes

  D. Design and Process (regional focused, collaborative, consensus-based, stakeholder involvement, and future oriented)

  E. Competencies for Special Education Personnel
    1. Process of Development
    2. Final Product
    3. Intended Use

  F. Proposed Regional Credentials for Special Education Personnel
    1. Credentials
    2. Endorsements
    3. Entry and Advanced Levels
    4. Prerequisites

III. Future Directions
  A. Request for Proposal
  B. Response
  C. Assessment Development

1994 CSPD CONFERENCE ABSTRACT

A View of Inclusion From a Washington Office Window

PRESENTER: Anne Smith, Ed.D., Education Research Analyst
Office of Special Education Programs

The Program for Children with Severe Disabilities of the U.S. Department of Education's Office of Special Education Programs funded 14 discretionary grant projects during Fiscal Years 1989-1992 under the funding priority, "Innovations for Educating Students with Severe Disabilities in General Education Settings." The innovative aspects of these funded projects reflects:

(a) the experience accumulated by educators who have served students with severe disabilities in integrated and inclusive school settings and
(b) the evolution from integration to inclusion.

The projects complement one another by providing varied innovative approaches to meet the diverse educational needs of students in diverse geographical and cultural settings. Projects funded during FY 89-91 were implemented in elementary, middle, and secondary settings while the projects funded during FY 92-93 were limited to elementary inclusive school programs. The projects have directly impacted upon large numbers of students with severe disabilities as well as parents, teachers, and school personnel in hundreds of school sites across the nation.

Many projects addressed how the integration/inclusion of students with severe disabilities fit within the broader educational reform movement. Some projects were more process-oriented, building-based approaches to develop "top down" district-wide policies and procedures; others emphasized collaborative problem solving among nondisabled peers, parents, and school personnel to ensure "bottom up" school support for full inclusion efforts. Projects also focused on social inclusion and how to best promote peer relationships among students by expanding the social opportunities available to students. The projects, addressing critical issues related to the successful academic inclusion of students with severe disabilities, include research examining:

(a) Innovative staffing procedures to assure adequate support in the regular education class to develop an appropriate number and size of small group learning opportunities;
(b) Ways in which support staffing patterns change over time in inclusive educational settings across elementary grade levels;
(c) The types and structures of small group activities which are associated with positive student learning outcomes;
(d) Ways in which to balance the instructional needs of students with severe disabilities across the instructional day; and,
(e) The conditions and supports required for successful full-time inclusion of children with disabilities in general education classrooms.

1994 CSPD CONFERENCE ABSTRACT

Supply, Demand, and Minority Institutions

PRESENTER: Judy Smith-Davis, Alliance 2000 Project, University of New Mexico, Knowledge Production and Networking

From 1980 to 1990, the U.S. population increased 9.8% (greatest increases for Asian and Pacific Islanders (+107.8%); Hispanic persons (+53%); American Indians, Eskimos, or Aleutians (+37.9%); and other races (+45.1%). In the 1980s, whites increased 6% and African Americans 13.2% (U.S. Bureau of the Census, 1981). It is estimated 3.3 million illegal immigrants reside in the U.S. (Booth, 1993). Although these phenomena affect all states, there are marked variations in population trends and risk factors (e.g., infant mortality, single teen births, juvenile custody rates, children in poverty, and children in single-parent families (Center for the Study of Social Policy, 1992). Distribution of teachers, principals, and pupils in the public schools (Choy, et.al., 1993) (augmented with special education teacher data for 1987-88 school year (Ancarrow, 1991) are:

	All Teachers 1990-91	Sp Ed Teachers 1987-88	Principals 1990-91	Pupils 1990-91
White	86.5%	87.2%	85.9%	68.6%
African American	8.3	9.1	8.6	16.6
Hispanic	3.4	2.6	3.9	11.1
Asian/Pacific Islands	1.0	0.8	0.7	2.9
American Indian	0.8	1.1	0.9	1.3

Students from under-represented groups are largely concentrated in urban areas that report the greatest recruitment problems and teaching vacancies (Choy, et.al., 1993). Fewer individuals from racial/ethnic groups are entering teaching. The proportion of public school teachers from these groups declined (from 11.7% in 1972 to 10.3% in 1987, Donnelly, 1988). The decline seems to result from: increased career opportunities in other fields, declining minority higher education enrollment rates, high failure rates on teacher competency testing, a dissatisfaction with teaching (Donnelly, 1988), and diminishing financial aid (Council of the Great City Schools and College Board, 1990; Zwick, 1991). By 1989, African Americans were less likely to major in education and more likely to major in business, technical or professional fields, and social/behavioral sciences and Hispanics were 9% more likely than Whites to major in engineering or natural science (Alsalam & Rogers, 1991). If this trend continues to 2000, racial ethnic groups will represent only 5% of public school teachers (American Association of State Colleges and Universities, 1991) yet comprise 29% of new entrants in the general work force (projected by Johnston & Packer, 1987). A Higher Education Secretariat of the Forum on Education Organization Leaders Task Force stated, "the shortage of minority teachers is probably more acute than originally thought...if all Black students who graduate from America's colleges this year (1989) entered the teaching profession, the percentage of Black teachers in the United States would increase only 8%" (American Association of State Colleges and Universities, 1989, p. 5). Traditional approaches to recruitment, preparation, and

Smith-Davis Abstract Continued

retention of special education trainees may not be adequate. The approaches that may have merit are:

(1) Involvement of minority communities in fostering college-bound students at the elementary and secondary levels while introducing students to careers in education at an early age;
(2) Alternatives to traditional preparation programs;
(3) Greater access to "forgiveable" scholarships/loans for time in teaching;
(4) Differential pay for personnel in inner cities, remote areas;
(5) Exemplary inner city demonstration schools where teachers can gain additional competence and recognition;
(6) Career ladders for disadvantaged parents to become paraprofessionals and paraprofessionals to become teachers;
(7) Magnet high schools targeted at pre-preparation for teaching;
(8) Cadre and mentorship programs to reduce the isolation and alienation of minority students on non-minority campuses;
(9) Cooperative arrangements/consortia among minority and non-minority institutions, state and local education agencies;
(10) Focused recruitment of young men who are completing military service;
(11) Job sharing, day care, that encourage personnel, who left for family reasons, to return to teaching or for single mothers to enter the field.

References

Alsalam, N., & Rogers, G.T. (1991). The condition of education 1991 - Volume 2: Postsecondary education. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

American Association of State Colleges and Universities (1989). Panel discusses strategies for recruiting minorities. AASCU Memo to the President, 29(7), 5.

American Association of State Colleges and Universities (1991). Short Takes. AASCU Memo to the President, 32(22), 1 (data from Education Commission to the States).

Ancarrow, J.S. (1991). Characteristics of regular and special education teachers in public schools. 1987-88 E.D. Tabs. Washington, D.C.: U.S. Dept. of Education, OSERS, Office of Special Education Programs.

Booth, W. (1993, December 30). Florida plans to sue U.S. over illegal immigrants. The Washington Post, A1, A12 Center for the Study of Social Policy. (1992). Kids count data book: State profiles in child well being. Washington, D.C.: Author.

Choy, S., Henke, R., Alt, M., Medrich, E., & Bobbitt, S. (1993). Schools and staffing in the United States: A statistical profile. Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics.

Council of the Great City Schools and College Board. (1992). Minority student access and preparation for higher education. Washington, D.C.: Council of Great City Schools.

Donnelly, M. (1988). Training and recruiting minority teachers. Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management.

Hodgkinson, H. (1993, February 8). Demographic trends and implications in the United States. Paper presented at Conference of OSEP Technical Assistance and Dissemination Projects, Arlington, VA.

Johnston, W., & Packer, A. (1987). Workforce 2000: Work and workers for the 21st century. Indianapolis, IN: Hudson Insitute.

U.S. Bureau of the Census (1991). Final 1990 Census population counts. Washington, D.C.: U.S. Dept. of Commerce.

Zwick, R. (1991). Differences in graduate attainment patterns across academic programs and demographic groups. Princeton, NJ: Graduate Records Examination Board and Educational Testing Service.

1994 CSPD CONFERENCE ABSTRACT

Tensions and Benefits of a Statewide 0-21 CSPD

PRESENTERS: Nancy Striffler, M.S., CCC-SLP, Georgetown University, NEC*TAS

Diane Lowman, Part H Training Coordinator,
Virginia DMHRSAS

Jo Read, CSPD Coordinator, Virginia Department of Education

This session explores the similarities and differences between the Part H (EI/EC) system and the more traditional education system.

Presenters facilitated an interactive discussion with conference participants to address the following questions:

(1) Is the Part H vision different from the vision and philosophy of special education?

(2) Are the service system models compatible?

(3) What is the role of the family within each system?

(4) What is the professional's role in meeting the service delivery needs of each system?

(5) Given the similarities and differences between the two systems, is it beneficial to develop an integrated 0-21 CSPD? or

Is it more appropriate and effective to develop a separate 0-2 CSPD? 0-5 CSPD? or 5-21 CSPD?

1994 CSPD CONFERENCE ABSTRACT

Planning for CSPD: Integrating Allied Health/Related Service Providers

PRESENTERS: Nancy Striffler, MS, CCC-SPL, Georgetown University
Child Development Center, NEC*TAS

Barbara Hanft, MA, OTR/L, FAOTA, Developmental
Consultant

One primary issue involves the integration of allied health and related service personnel into state CSPD plans. Moreover, the 1991 amendments to IDEA require that Part B and Part H be consistent with regards to the CSPD Plan. Although the services of allied health and related services personnel are mandated by IDEA in special education and early intervention, CSPD planners must consider the similarities and differences in how these personnel work in Part B and Part H programs as required by law.

This session focuses on six issues which CSPD planners must consider as they design their state plans:

(1) their mission for comprehensive services;

(2) the definition of allied health roles and functions;

(3) the role of paraprofessionals;

(4) supply and demand of therapists;

(5) collaboration among key stakeholders; and,

(6) preservice/inservice training needs.

1994 CSPD CONFERENCE ABSTRACT

CSPD Bears Fruit: A Collaborative Affair

PRESENTERS: Steve Street, CEC CSPD Facilitator

Jo Read, CSPD Coordinator, Virginia State Department of Education

Dr. Bernie Travnikar, Director of Special Services, The Lamphere Schools

Jo Reed, Virginia's CSPD Coordinator, Bernie Travnikar, CSPD Michigan, and Steve Street, CEC CSPD facilitator, describe their "fruit bearing" experiences as they collaborated across state boundaries. Many things were learned, shared, and refined.

The presenters share the nuts and bolts of successful collaboration. They encourage other CSPD leaders to take advantage of these learnings.

Particular attention will be given to the practical applications of the CEC strategic planning process, especially the positive effects attributed to the:

(1) Likelihood-Impact Analysis Strategy,

(2) Leadership Management Grid regarding data analysis, and the

(3) Establishment of Task Forces.

Bernie discusses Michigan's CSPD efforts for the last fourteen months, including the impact of the strategic planning process on CSPD/non-CSPD issues.

Jo highlights Virginia's CSPD experiences, including the upcoming regional training scheduled for 1994.

Steve demonstrates how to use the Likelihood-Impact Analysis Strategy and the Leadership Management Grid to assist state CSPD advisory committees in planning strategically for the future.

CSPD is an exciting opportunity to enhance the idea of learning communities embracing all learners. Care, diligence, and leadership are critical ingredients for this vision to occur.

Handouts, transparencies, and samples of ideas are available.

1994 CSPD CONFERENCE ABSTRACT

CSPD: California Style. Sharing Stakeholder Involvement in the Strategic Plan: Beyond Phase II

PRESENTER: Barbara Thalacker Ed.D., CSPD Coordinator,
Secondary and Personnel Development Unit
California Department of Education

This discussion/resource sharing workshop encompasses strategic planning in the CSPD of California and statewide reform.

The session addresses:

California CSPD - myth and memory

CSPD Advisory Committee: Role Structure and Function

Building Stakeholder Involvement in the Needs Assessment and Environmental Scan Process

Regional Coordinating Councils: Local Ties

Strategic Leadership Institute

Lead Agencies for Part H and Rehabilitation

State Teacher Licensing Agency - The Commission on Teacher Credentialing

Resources and Support

General Education: Partners in Reform

1994 CSPD CONFERENCE ABSTRACT

Leadership/Management Strategy Grids

PRESENTER: Jerrie Ueberle, Global Interactions, Phoenix, AZ

Strategic leaders have managers who ensure that once change is planned, it will begin, be tracked, and be reported responsibly. Strong management systems enable quick recognition and response to breakdowns. Delays and misuse of human and fiscal resources are kept at a minimum. Activities are managed with expediency and recognizable results. Strategic managers have leaders who communicate and who commit to their vision. Strategic leaders know their resources and resource capabilities. They fully utilize existing resources as they engage in identifying or developing new ones. Their focus is on achieving their goal.

A strategic plan requires leaders and managers to think and operate strategically. Many agencies and organizations operate from a position of compliance rather than from a strategic posture. Compliant thinking differs from strategic thinking. Those involved in compliance thinking do not use strategic planning as a viable tool.

This session examines the criteria for successful strategic planning and thinking strategically regarding plans for change. The presenter describes a leadership strategy for developing a management system that fully recognizes and networks with all resources within a state/region/agency. The system includes the development of leadership/management grids that denote key stakeholders, their activities, and timelines. The grids offer opportunities for identifying leadership, promoting collaboration, and offering technical assistance or training. The grids provide baseline data for measuring progress, effectiveness, resource utilization, and results. Leadership/Management grids will be used to demonstrate their use in enabling a strategic leadership team to:

(1) Put vision and resources in perspective,

(2) Manage collaboratively, calling on all resources for commitment;

(3) Follow a management plan that enables all members to be knowledgeable, participate fully, grow and develop in the process, and own the results of team effort.

Participants can apply the information to projects in their own states and develop prototype grids for their CSPD plans.

1994 CSPD CONFERENCE ABSTRACT

The Role of the Partnerships Project in Implementing a Portfolio-Based System for Meeting New Early Intervention Credentialing Standards

PRESENTER: Tweety Yates, Ph.D., Project Director, Partnerships Project,
Institute for Research on Human Development,
University of Illinois

As states implement new standards for early intervention personnel, they are faced with the dilemma of potentially increasing, severe personnel shortages. At the same time, states are not using an existing, experienced work force, who may not meet the minimum qualifications for providing early intervention services. An alternative to this dilemma is to define alternative routes to achieve new standards. Then, provide a training network for individuals currently working in early intervention to negotiate these routes.

The purpose of this session is to describe the role of the Partnerships Project in implementing a statewide credentialing system based on a Portfolio review process.
The presentation discusses:

(a) Personnel standards,

(b) Portfolio Guidelines,

(c) Contents of the Portfolio,

(d) Portfolio Review Process

(e) Technical assistance activities to support the accomplishment of credentialing through the Portfolio Process.

To place this review process within a larger context, the presenter describes the state's personnel standards for early intervention personnel. She presents the different routes being developed to achieve the standards.

Emphasis is given to the two primary roles of the Partnerships Project:

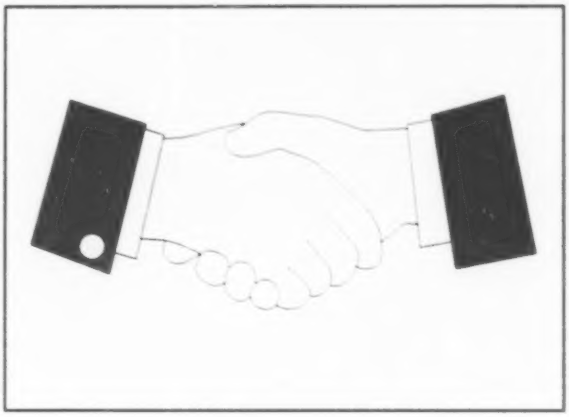
(a) Managing the Portfolio Review Process, and

(b) Providing a range of activities to assist individuals in completing the requirements of the Portfolio.

The presenter provided handouts of the Credentialing Standards and the Portfolio Guidelines.

HANDOUTS FROM TECHNICAL ASSISTANCE ROUNDTABLES SESSION

NETWORKING SYSTEM FOR TRAINING EDUCATION PERSONNEL



"NSTEP WITH THE FUTURE OF CSPD"

NASDSE
NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION INCORPORATED

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION

NSTEP

Networking System for Training Education Personnel

Abstract

The purpose of this five-year project is to: Develop, provide, and evaluate technical assistance and information services that will support state education agencies, and their participatory planning groups, in achieving effective approaches to increasing the supply of qualified personnel for the education of students with disabilities.

Needs, conditions, contexts, and characteristics of each state will be assessed through collection of a wide range of data and descriptive information to be subjected to impact analysis. The analysis will include a number of variables that influence personnel supply, demand, and quality in different ways in different parts of the United States.

Outcomes of impact analysis will be used to plan with state education agencies the goals and technical assistance activities that will target the needs of states, clusters of states, regions, and the nation as a whole. The planning and organization of technical assistance will involve: (a) linking with other sources of expertise in delivering the assistance suggested in the SEA approved implementation plan; and (b) coordinating with other efforts of a similar nature that are already underway or planned by other projects or organizations. A significant component of this work will be the identification and dissemination of promising practices that respond to states' needs and contexts and that are relevant to the project's implementation areas.

The technical assistance areas that comprise the emphasis of this project are: (a) strategies for estimating and projecting *needs FOR personnel* (supply/demand; quantity); (b) strategies for estimating and projecting professional preparation and development *needs OF personnel* (competence, qualifications, quality; job satisfaction); (c) alternative preservice and inservice strategies (including their coordination) to meet identified needs of specific states and to be replicated in other states with similar contexts and conditions; and (d) personnel recruitment and retention strategies to meet the needs of specific states and to be replicated in other states with similar contexts and conditions.

Both formative and summative evaluation methods will be used to judge the project's efficiency and effectiveness in achieving its goals. The project's impact in bringing about positive changes in client systems will be documented and the results shared. These results will be of strategic significance to each state and will provide a basis for problem-solving efforts by both SEAs and the applicant organization after the project has concluded.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION

NSTEP

"Networking System for Training Education Personnel"

Current Status

Award: In July of 1993 NASDSE was awarded a five-year cooperative agreement by the Office of Special Education Programs, U.S. Department of Education (Technical Assistance to State Education Agencies, 94.029V).

Staffing: Ms. Sheila K. Draper is the NSTEP Project Director. Dr. Patricia Gonzalez serves as Project Associate for Analysis and Information Services. Dr. Beverly Mattson is NSTEP's Project Associate for Technical Assistance and Ms. Karole Braunstein provides clerical and administrative support for the project.

Accomplishments: The following activities have taken place:

- Planning and coordinating a session on National Technical Assistance Projects at NASDSE's Annual Meeting;
- Disseminating a list of 1993 OSEP-funded projects;
- Establishing task forces on data collection and needs assessment, preservice preparation, inservice and professional development, licensure/certification, recruitment/retention, and Project Alliance 2000/NSTEP collaboration;
- Planning and conducting the initial task force meeting on Project Alliance 2000/NSTEP collaboration and;
- Meeting with CEC, NEC*TAS, ASHA, and HECSE to discuss collaboration.
- Planning and coordinating the Second Annual CSPD Conference to be held in May 1994.
- Planning and conducting of task force meeting on data collection and needs assessment with follow-up mailing.

* Development and dissemination of needs assessment with initial survey analysis begun.

* Acceptance by OSEP, ASHA, CASE and CEC of the plan to address issues concerning speech/language pathology shortages in schools. Follow-up planning meetings held.

* Assistance with planning OSEPs Spring Leadership Meeting to be held in May.

* Presentations by Project Director at the NEC*TAS Conference in January, the SARRC CSPD Conference in March and the OSEP sponsored data manager meeting in March.

* Appointment of Project Director to Ohio's Advisory Committee for the Javits Project.

* Appointment of Project Director to Florida's Education Standards Commission on Identification of Blueprint 2000 Teacher Competencies.

Next Steps: Proposed Scope of Work for Years Two - Five attached.

For More Information: If you have questions or need assistance, contact: Ms. Sheila K. Draper, NASDSE, 1800 Diagonal Road, Suite 320, Alexandria, VA, 22314. Phone: 703/519-3800 FAX: 703/519-3808.

NETWORKING SYSTEM FOR TRAINING EDUCATION PERSONNEL (NSTEP)
AWARD #H029V3001

YEAR TWO - FIVE
SCOPE OF WORK

GOAL 1: **To develop technical assistance to state education agencies and their participatory planning bodies, on the basis of an assessment to identify the status and needs of each state as relevant to the scope of the project.**

Years 2-5: Existing Activities:

- **Continue to collect information and to analyze status, needs, characteristics, and contexts.**
- **Update States' Contextual Mappings.**
- **Continue development of instruments for use in decision-making.**
- **Provide information services and consumer teleconferencing.**
- **Develop and enhance partnerships with existing projects.**

Years 2-5 New Activities:

- **Collaborate with National Technical Assistance Projects focusing on issues concerning the Comprehensive System of Personnel Development.**

    1. **Chair semiannual meetings of T.A. groups to identify ways to enhance and support each projects' activities.**
    2. **Sponsor the annual conference for SEA CSPD Coordinators.**

- **Develop T.A. plans to address SEA Needs identified through the NSTEP Projects.**

    1. **Analyze needs assessment. (Year 2)**
    2. **Develop State specific or regional plans as appropriate. (Year 2)**
    3. **Provide T.A. (Year 2-5)**
    4. **Evaluate T.A. (Year 2-5)**
    5. **Refine plans as required. (Year 2-5)**

- **Assist SEAs to identify needed components to assure consistency of Part B and Part H provisions of CSPD.**

    1. **Identify States demonstrating successful collaboration. (Year 2)**
    2. **Disseminate successful models and practices. (Year 3)**
    3. **Provide T.A. as required.**
- **Assist SEA's to identify factors to enhance collaboration among SEAs, IHEs, LEAs, and professional organizations as required under IDEA and corresponding regulations.**

GOAL 2: To assist state education agencies and their participatory planning bodies in identifying and monitoring personnel needs in each state, including identification of alternative approaches for determining current and projected needs.

Years 2-5 Existing Activities:

- Disseminate package on supply and demand data collection, projections, analysis, and reporting. (Year 2)
- Expand databases on models, formats, instruments, and alternative strategies for estimating projecting needs of and for personnel.
- Examine state licensure policies and practices through detailed analysis of the database.

Years 2-5: New Activities:

- **Facilitate Issues Group addressing shortages of Speech/Language Pathologist within school settings.**

GOAL 3: To identify, test, disseminate, and install improved, alternative preservice and inservice strategies to meet the identified needs FOR personnel and OF personnel.

Years 2-5: Existing Activities:

- Disseminate a product highlighting successful strategies for participatory planning and coordination of preservice preparation (based on survey) (Year 2)
- Examine state licensure information for impact on preservice, inservice, and the availability of personnel
- Disseminate a product highlighting successful strategies for participatory planning and coordination of inservice and professional development (based on survey) (Year 2)

Years 2-5: New Activities:

- **Identify competencies required for personnel employed within schools in the 21st century.**

    1. **Appoint stakeholder group to identify competencies (Year 2-3)**
    2. **Disseminate competencies to field for reaction (Year 4)**
    3. **Refine as required (Year 4)**
    4. **Disseminate document (Year 5)**

GOAL 4: To create with State education agencies and their participatory planning bodies strategies for correcting supply/demand imbalances and quality concerns relevant to special education personnel in each State.

Years 2-5: Existing Activities:

- Analyze state contextual variables that affect personnel supply, demand, and quality (Year 2)
- Analyze policy variables affecting personnel supply, demand, and quality, including licensure (Years 2 & 3)
- Analyze district practices that affect personnel supply, demand, and quality (Years 2 & 3)
- Analyze restructuring and inclusion variables that affect personnel supply, demand, and quality (Years 2 & 3)
- Provide T.A. regarding the impact of policies, district practices, school restructuring and inclusion (Years 3-5)
- Disseminate second information package on recruitment and retention

Years 2-5: New Activities:

- **Identify concerns relevant to special education personnel employed within urban settings.**

GOAL 5: To clarify national and regional needs relevant to personnel supply, demand, and quality

Years 2-5: Existing Activities:

- Continue work on state data requirements with further recommendations to the federal government, if applicable
- Conduct a comparative study of licensure nomenclature (Year 2-3)
- Identify and report major defining contextual variables within and across state clusters, geographic regions, and the nation (Years 3-5, with interim reports in Years 3 & 4, and a final document in Year 5)

THE REGIONAL RESOURCE AND FEDERAL CENTERS SYSTEM

6 REGIONAL RESOURCE CENTERS (RRCs)

Funded by U.S. Department of Education, Office of Special Education Programs (OSEP)

Serve specific geographic regions

Provide consultation, technical assistance, training, planning, and needs clarification

Primary clients are State Education Agencies (SEAs), and through them Local Education Agencies (LEAs), and other agencies providing special education, related services, and early intervention services.

Purpose of RRC activities is to aid these agencies in providing quality educational services to individuals with disabilities and their families

FEDERAL RESOURCE CENTER

The Federal Resource Center provides assistance to the RRCs, OSEP, and others in the delivery of technical assistance focusing on national priorities.

The FRC provides services to the six RRCs and OSEP as well as to the other OSEP technical assistance and dissemination projects.

SERVICES PROVIDED BY RRCs

- CONSULTATION
- TECHNICAL ASSISTANCE
- TRAINING
- LINKING ACTIVITIES
- DISSEMINATION
- PRODUCT DEVELOPMENT
- IDENTIFICATION, REPLICATION OF PROMISING PRACTICES
- PROBLEM IDENTIFICATION AND CLARIFICATION
- STRATEGIC AND OPERATIONAL PLANNING
- COLLABORATIVE ACTIVITIES WITH OTHER TA PROVIDERS

SERVICE TOPICS

The following is a representative list of topics that have been addressed by the RRFC System during the current project period:

- **Americans with Disabilities Act**
- **Assessment**
- **Assistive Technology**
- **Autism**
- **Behavior Management**
- **Bilingual Education**
- **Community-based Programs**
- **Conflict Resolution**
- **Corrections**
- **CSPD**
- **Cultural Diversity**
- **Data Collection**
- **Discipline**
- **Distance Education**
- **Due Process**
- **Early Childhood (619)**
- **Extended School Year**
- **Fiscal Management**
- **Goals 2000**
- **Grant Writing**
- **IEPs**
- **Inclusionary Practices**
- **Integrated Services**
- **Interagency Agreements**
- **LRE**
- **Language Minority Students**
- **Mediation**
- **Medicaid/Funding**
- **Minority Enrollments**
- **Non-categorical Funding**
- **Parent Education**
- **Parents' Rights**
- **Part H**
- **Prereferral Strategies**
- **Private Schools**
- **Procedural Safeguards**
- **Program Evaluation**
- **Personnel Supply/Demand**
- **Related Services**
- **Restructuring**
- **Rural Education**
- **SEA Management**
- **Section 504**
- **SED**
- **Self Advocacy**
- **Strategic Planning**
- **Student Outcomes**
- **Teacher Certification**
- **Teacher Recruitment**
- **Transition Services**
- **Traumatic Brain Injury**

REGIONAL MEMBERSHIPS FOR REGIONAL RESOURCE CENTERS

NORTHEAST REGION (NERRC Region #1)

Connecticut
Maine
Massachusetts
New York
New Hampshire
New Jersey
Rhode Island
Vermont

MID-SOUTH REGION (MSRRC Region #2)

Delaware
District of Columbia
Kentucky
Maryland
West Virginia
South Carolina
Tennessee
Virginia
North Carolina

SOUTH ATLANTIC (SARRC Region #3)

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
New Mexico
Oklahoma
Puerto Rico
Texas
Virgin Islands

GREAT LAKES (GLARRC Region #4)

Illinois
Indiana
Michigan
Minnesota
Ohio
Pennsylvania
Wisconsin

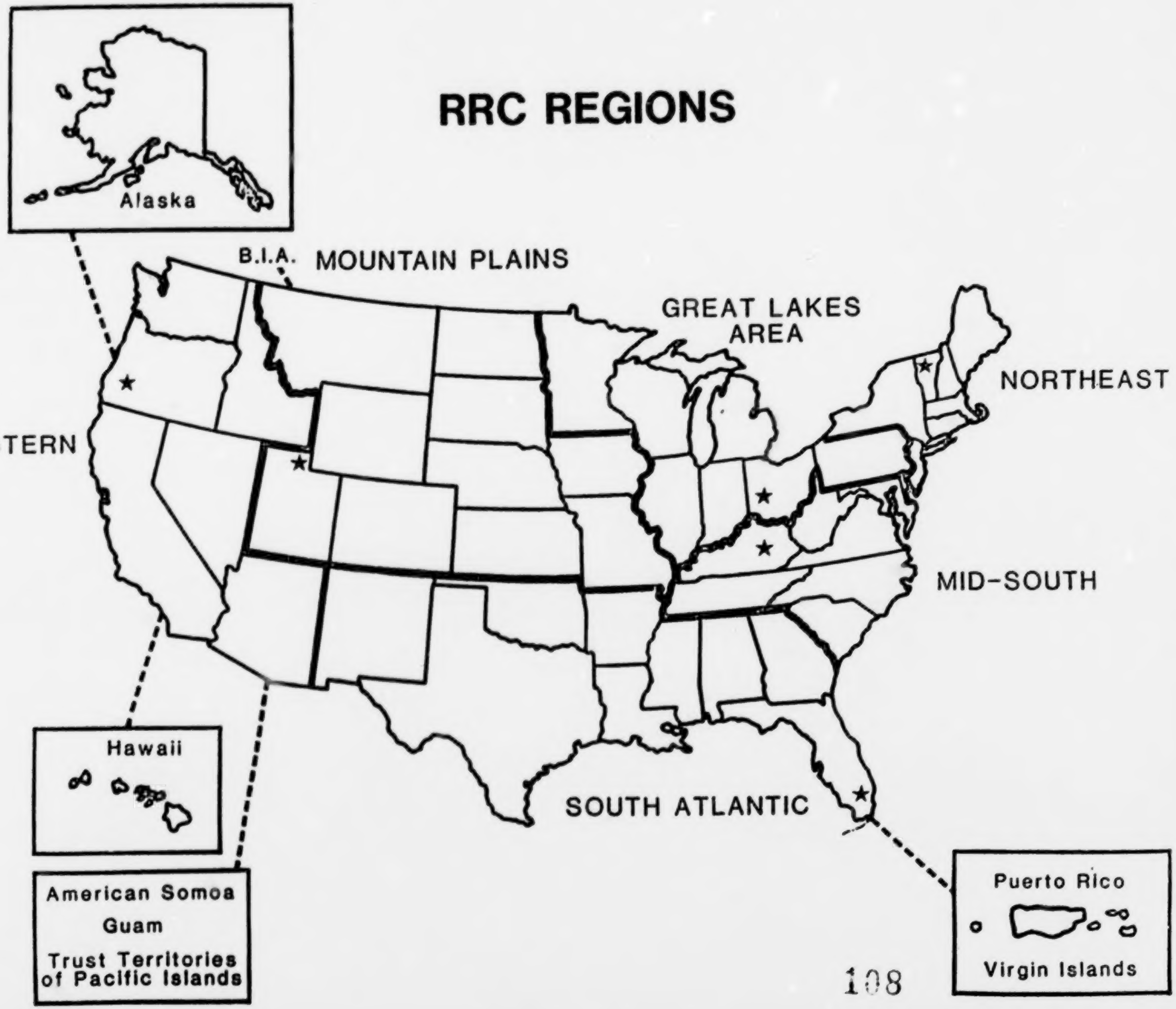
MOUNTAIN PLAINS (MPRRC Region #5)

Bureau of Indian Affairs
Colorado
Iowa
Kansas
Montana
Nebraska
North Dakota
South Dakota
Utah

WESTERN REGION (WRRC Region #6)

Alaska
American Samoa
Arizona
California
Guam
Hawaii
Idaho
Mariana Islands
Nevada
Oregon
Washington

RRC REGIONS


Alaska
B.I.A.
MOUNTAIN PLAINS
GREAT LAKES AREA
NORTHEAST
WESTERN
MID-SOUTH
SOUTH ATLANTIC
Hawaii
American Somoa
Guam
Trust Territories of Pacific Islands
Puerto Rico
Virgin Islands

Representatives of Regional Resource Centers
Attending CSPD Conference

Northeast RRC

C.G. Shaffer
NERRC
Institute for Program Development
Trinity College of Vermont
208 Colchester Avenue
Burlington, VT 05401
Phone 802-658-5036 (Th,F only)
Fax 802-658-7435
Home Office Phone 603-895-2205

Mid-South RRC

Christy Riffle
MSRRC
University of Kentucky
114 Mineral Industries Building
Lexington, KY 40506-0051
Phone 606-257-1107
Fax 606-258-1901

South Atlantic RRC

Delia Cerpa
SARRC
Florida Atlantic University
1236 North University Drive
Plantation, FL 33322
Phone 305-473-6106
Fax 305-424-4309

Great Lakes Area RRC

Rhonda Tyree
GLARCC
700 Ackerman Road, Suite 440
Columbus, OH 43202
Phone 614-447-0844
Fax 614-447-9043

Mountain Plains RRC

Gail Zahn
MPRRC
Utah State University
1780 N. Research Parkway, Suite 112
Logan, UT 84321-9620
Phone 801-752-0238
Fax 801-753-9750

Western RRC

Caroline Moore
WRRC
1268 University of Oregon
Eugene, OR 97403-1268
Phone 503-346-5641
Fax 503-346-5639

NEC*TAS

National Early Childhood Technical Assistance System

MISSION: To assist clients in the development and implementation of comprehensive, culturally sensitive, high quality services for infants, toddlers and preschool children with special needs, and their families.

GOALS:

Leadership / guidance
Knowledge generation
Knowledge dissemination
Linkage / networking
Problem solving
Collaboration
Policy development and implementation

STRATEGIES:

Information Services
Resource Referrals
Consultations
Teleconferences
Conferences / Meetings
Small Working Meetings
Electronic Mail /Publications

PRIMARY CLIENTS:

STATE/JURISDICTION GRANTS
- Part H and ICC
- Part B, Section 619

EEPCD PROJECTS
- Demonstration
- Outreach
- Inservice
- Experimental
- Research Institutes
- IHE Inservice
- Statewide Data Systems

THE FOCUS OF OUR TA: THE NEC*TAS MISSION AND GOALS

NEC*TAS will design and provide technical assistance (TA) to four primary target populations --Part H staff, Interagency Coordinating Council (ICC) members, Part B - Section 619 staff, and Early Education Program for Children with Disabilities (EEPCD) project staff -- as well as to various secondary populations. Our mission will be to provide TA that assists the target populations in developing and providing multidisciplinary, comprehensive, culturally sensitive, and coordinated services for young children with special needs (birth through 8 years of age) and their families so as to permit these children to achieve optimal developmental potential and full participation in their family and community life with dignity and self respect, and to link the target populations (states/jurisdictions and EEPCD projects) to facilitate the exchange of information about models of service delivery and best practices. As a competent, healthy, creative and participatory organization, NEC*TAS aims to fulfill this mission by directing our integrated, high quality, and collaborative TA efforts to the needs of diverse recipients (clients) through the following goals:

1. To tailor assistance to specific client needs, with the ability to focus on content, process, policy development, interagency collaboration, and/or the political environment.

2. To help clients solve complex problems by:
    (a) sharing ideas
    (b) sharing solutions
    (c) having a practical focus
    d) using expertise or knowledge
    e) preventing re-invention of the wheel

3. To keep clients and resource people in touch (linked) with one another and to prevent isolation.

4. To care about, as well as maintain and communicate enthusiasm for Part B-Section 619, Part H, and EEPCD of IDEA and its prospects for future accomplishments.

5. To provide leadership and anticipatory guidance to clients.

6. To maintain a family-centered, community-based, linguistically and culturally competent focus.

7. To help build a system for services and policies in states providing uniformity, responsiveness, and rationality.

8. To develop a sound knowledge base that can be analyzed, synthesized, translated, disseminated, and utilized.

9. To assist with the planning and implementation of the infant, toddler, and preschool provisions of IDEA.

10. To treat one another with respect and kindness and enhance the development of people's skills - i.e., our clients and own staff.

11. To link with other federal programs to coordinate efforts to target early intervention and preschool programs (e.g., MCH, Title V, Medicaid, WIC, Chapter Head Start, and others).

12. To collaborate with other national TA and resource organizations around the interests, needs, and concerns of our clients.

Staffing and Contact List for National Early Childhood Technical Assistance System (NEC*TAS)

1. NEC*TAS Coordinating Office
Suite 500, NationsBank Plaza
137 East Franklin Street
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
Chapel Hill, NC 27514
(919) 962-2001 (voice) / (919) 966-4041 (TDD)
SpecialNet User Name: FPGCENTE
SCAN User Name: MRRC.NC / FAX: (919) 966-7463

Pat Trohanis, Director
Paula Goff, Human Resource Planner
John Poteat, Operations Coordinator
Debbie Creamer and Hugh Murchison, Secretaries

Tal Black, Associate Director for Part H TA Services Unit
Jo Shackelford, Part H TA Coordinator
Evelyn Shaw, Part H TA Coordinator
TBR, Part H TA Coordinator
Thomas Coakley, Part H TA Coordinator
Margaret Cox and Becky James, Secretaries

Joicey Hurth, Associate Director for EEPCD and 619 TA Services Unit
Shelley Heekin, 619 TA Coordinator
Betsy Ayankoya, EEPCD TA Coordinator
Nancy Fire, EEPCD TA Coordinator
Tanya Suarez, Consultant on EEPCD TA (962-2040)
Amy Ramierz and Becky James, Secretaries

Joan Danaher, Associate Director for Information Unit
Janie Ward-Newton, Resource Specialist
Mary Shields, Resource Specialist
Ed Siff, Computer/Data Base Specialist
Nancy Guadagno, Publications Coordinator
Tina Vaughn, Library Technical Assistant

Lynne Kahn, Associate Director for Evaluation Unit
Marilyn Allis, Evaluation Specialist
Martha Diefendorf, Evaluation Specialist
Anita Farel, Consultant on Data (966-5979)

2. NEC*TAS Collaborative Units (Subcontractors)

a. NEC*TAS AT GEORGETOWN UNIVERSITY

Georgetown University Child Development Center
3800 Reservoir Rd, N.W.
Washington, DC 20007-2197
(202) 687-8837 (Phyllis); 687-8784 (Nancy); 687-8635 (General)
SCAN User Name: UAF.DC
SpecialNet User Name: DC.GEORGETOWN.CDC
FAX: (202) 687-1954

Phyllis Magrab, Subcontract Director
Roxane Kaufmann, Coordinator
Don Kates, TA Specialist
Nancy Striffler and Deborah Perry, TA Consultants
Geraldine Mack, Secretary

Please note: Roxane Kaufmann, Donald Kates, Deborah Perry and Geraldine Mack's address is:
Georgetown University Child Development Center
2233 Wisconsin Avenue, N.W., Suite 215
Washington, DC 20007-2197
(202) 338-1698 / FAX: (202) 338-0860

b. NEC*TAS at ZERO TO THREE

ZERO TO THREE
2000 North 14th Street, Suite 380
Arlington, VA 22201-2500
(703) 528-4300 / FAX: (703)528-6848
SpecialNet User Name: DC.NCCIP

Carol Berman, Subcontract Director
Joan Melner, TA Specialist
Gina Kincaid, Secretary

c. NEC*TAS at NASDSE

National Association of State Directors of Special Education (NASDSE)
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
(703)519-3800 / FAX: (703)519-3808
SpecialNet User Name: NASDSE

Luzanne Pierce, Subcontract Director
Lyn Sweetapple, Secretary

2. NEC*TAS Collaborative Units (Subcontractors)

d. NEC*TAS at Federation

Federation for Children with Special Needs
95 Berkely Street, Suite 104
Boston, MA 02116
(617)482-2915 / FAX: (617)695-2939
SpecialNet User Name: MA.FCSN

Martha H. Ziegler, Subcontract Director
Evelyn Hausslein, Coordinator
Ruth Ann Rasbold and Janet Vohs, TA Consultants
Leslie Shea, Secretary

e. NEC*TAS at University of Hawaii

Hawaii University Affiliated Program
University of Hawaii at Manoa
1776 University Avenue, UA 4-6
Honolulu, Hawaii 96822
(808)956-7956 (messages)/ FAX: (808)956-4734
(808)956-9199 (Stodden)
(808)956-6559 (Kelly)
(808)956-5006 (Tabuyo)
SpecialNet User Name: UHSPED
Cable Address: UNIHAW

Bob Stodden, Subcontract Director
Dotty Kelly, Subcontractor Coordinator
Bill Tabuyo, Secretary

NEC*TAS Advisory Board

Mary Beth Bruder
Department of Pediatrics
University of Connecticut School of Medicine
309 Farmington Avenue, Suite B-200
Farmington, CT 06032
203-679-4632 / 203-679-1531 FAX

Susan Fowler, Department Head
Department of Special Education
University of Illinois
Education Building
1310 South 6th
Champaign, IL 61820
217-333-0260 / 217-333-6555 FAX

Alfred Healy, Professor & Director
Division of Developmental Disabilities
Department of Pediatrics
University Hospital School
University of Iowa
Iowa City, IA 52242
319-353-6390 / 319-356-8284 FAX

Leticia G. Patino
Early Intervention Program Attorney
Bazelon Center for Mental Health Law
1101 15th Street, N.W., Suite 1212
Washington, DC 20005-5002
202-467-5730 / 202-223-0409 FAX

Dan Prince, President
Prince Marketing
2323 Hillsboro Road
Nashville, TN 37212
615-292-8686 / 615-292-7444 FAX

Dave Rostetter
Education Policy and Program Solutions
12269 Angel Wing Court
Reston, VA 22091
703-860-8746 home

Mark A. Smith
4241 Mason Street
Omaha, NE 68105

Deborah Sosa
CAPP Project
12208 Pacific Highway, S.W.
Tacoma, WA 98499
206-588-1741 / 206-984-7520 FAX

Carol H. Valdivieso, Principal Investigator
Federal Resource Center (FRC) and
National Information Center for Children and Youth with Disabilities (NICHCY)
Academy for Educational Development
1875 Connecticut Avenue NW
Washington, DC 20009-1202
202-884-8000 / 202-884-8400 FAX

Linda Wilson, Director
Division of Special Education
State Department of Education
300 Don Gaspar Avenue
Sante Fe, NM 87501-2786
505-827-6541 / 505-827-6696 FAX

David E. Yoder
Professor, Speech/Language/Pathology
Chair, Department of Medical Allied Health Professionals
CB #7120, Medical School Wing E
University of North Carolina
Chapel Hill, NC 27599-7120
919-966-2343 / 919-966-3678 FAX

Azzie Young
Kansas Department of Health & Environment
Landon State Office Building
900 S.W. Jackson, 10th floor
Topeka, KS 66612-1290
913-296-1300 / 913-296-4166 FAX
SpecialNet: KANSASSE

Ex-Officio:
Donald Bailey, Director
Frank Porter Graham Child Development Center
CB #8180, 105 Smith Level Road
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599
919-966-5721 / 919-966-7532 FAX

SUMMARIES OF TOPICS DISCUSSED DURING LUNCH DIALOGUE GROUPS

BOXED LUNCH/DIALOGUE GROUPS

PERSONNEL PREPARATION ISSUES FROM AN OSEP PERSPECTIVE

Suzanne Martin
Office of Special Education Programs
AED Greeley Hall II

PART H CSPD ISSUES

Nancy Fire
National Early Childhood Technical
*Assistance System NEC*TAS*
AED Room 315

PERSONNEL PREPARATION ISSUES: PERSPECTIVES OF INSTITUTIONS OF HIGHER EDUCATION

Harvey Rude, University of Northern Colorado
Mary Male, San Jose State University
AED Breakout Room 3

SPEECH/LANGUAGE PATHOLOGY IN SCHOOL SETTINGS

Thomas O'Toole, Past President,
American Speech & Hearing Association
AED Greeley Hall

OCCUPATIONAL THERAPY IN SCHOOL SETTINGS: RECRUITMENT AND RETENTION ISSUES

Barbara Hanft and Leslie Jackson
Project Partnerships
American Occupational Therapy Association
AED Reception Room

1994 CSPD CONFERENCE ON LEADERSHIP AND CHANGE

PERSONNEL PREPARATION ISSUES FROM AN OSEP PERSPECTIVE

DIALOGUE GROUP

Facilitator: Suzanne Martin, Office of Special Education Programs, Division of Personnel Preparation, 330 C Street S.W., Room 3515, Washington, DC 20202, 202-205-9083

TOPICS DISCUSSED:

1) OSEP AND CSPD

Recommend teams for monitoring be composed of Special Education (Part B & Part H), Chapter 1 and 2. This would take revisions in monitoring procedures (needs, impact, and outcomes) and provide more technical assistance.

Need joint presentations by federal directors to different groups.

Need to push for CSPD not only in reauthorization but also in other regulations.

Provide official notification to SEAs of any IHE grant awards. (Required notification before ever going in. Review points for CSPD involvement, not needs assessment. Need collaborative communication and coordination).

OSEP movement for reciprocal certification agreements.

OSEP funding alternative certification grants.

National agenda is driving personnel preparation priorities not CSPD data.

Fragmentation of CSPD data collection. Needs consolidation and continuing. Use this data and letters of support for IHE grants.

Is CSPD money being used effectively and is CSPD in jeopardy?

2) CSPD AND GOALS 2000

How is CSPD to be integrated with Goals 2000?

CSPD is a central idea for personnel preparation and it will take long-term personnel development to implement Goals 2000.

PERSONNEL PREPARATION ISSUES FROM AN OSEP PERSPECTIVE DIALOGUE GROUP Continued

3) CSPD AND REAUTHORIZATIONS

One reauthorization issue is the funding and training of general education personnel for inclusion.

4) CSPD AND PERSONNEL PREPARATION

Why are SEA and IHE personnel preparation separate?

Need to redefine model for continuing education -- not deficit oriented.

Distance Learning to train staff and redesigning of same courses but specifically for state issues.

Need to involve general education in teacher training for inclusion and certification changes.

Need more mentoring programs -- Master Teachers for first year teachers (private teacher trainer that guarantees teachers).

5) CSPD AND VOCATIONAL REHABILITATION

A positive change was in the reauthorization of vocational rehabilitation which supported and aligned SEAs and CSPD.

6) RECOMMENDATIONS

Task Force tied to CSPD Conference to address issues of certification and reciprocity.

Task Force and National Standards Board.

1994 CSPD CONFERENCE ON LEADERSHIP AND CHANGE

PART H CSPD ISSUES

DIALOGUE GROUP

Facilitator: Nancy Fire, R.N., M.S., Technical Assistance Coordinator, NEC*TAS Coordinating Office, Nations Bank Plaza, 137 E. Franklin Street, #500, Chapel Hill, NC 27514, 919-962-2001

TOPICS DISCUSSED:

1) COLLABORATION BETWEEN PART H AND PART B CSPD

Often not a designated person for CSPD for Part H.

May sit on each other's committees.

Part H CSPD representatives wear several "hats."

2) CERTIFICATION

Individuals need a knowledge of working with infants and toddlers.

Participants are looking for ways to recognize competencies.

3) MONITORING

Who should be on the team?

(Parents are on the team in Georgia).

4) INTERAGENCY TRAINING

Build into what agencies are already doing. Question is how to build out of the pieces already there.

Cross-training.

Do not want to duplicate training.

5) RESOURCES

Resources are impacted by a lot of grants.

PART H CSPD ISSUES DIALOGUE GROUP Continued

6) AUDIENCES

Audiences are paying a lot of attention to locally based training.

7) STYLES OF TRAINING

Utah is training in teams and are staying with participants after they are trained for follow-up.

Georgia has moved away from the "trainer of trainers" model to modules.

8) COMPETENCIES

Should there be competencies for all disciplines?

Should states seek higher levels than licensure for disciplines?

(Georgia has competencies at three levels.)

The process of developing competencies may be important.

9) COPYRIGHT LAWS

If modules are adapted from books and citings have been obtained, can these be reproduced for educational purposes?

(Nancy Fire will research issue and advise interested parties.)

10) CSPD PLANNING

Many states are involving multi-agency representatives in planning.

CSPD planning requires staff to pull together the work of groups.

11) HIGHEST STANDARD FOR DISCIPLINES

Legal question: What if a family chooses a professional to perform services who is not of a group designated by the state?

(Participant will submit question in writing for research by NEC*TAS.)

1994 CSPD CONFERENCE ON LEADERSHIP AND CHANGE

PERSONNEL PREPARATION ISSUES: PERSPECTIVES OF INSTITUTIONS OF HIGHER EDUCATION DIALOGUE GROUP

Facilitators:

Harvey Rude, Ph.D., Professor and Assistant Dean,
University of Northern Colorado, College of
Education, Greely, CO 80639, 303-351-2817

Mary Male, Ph.D., Professor, San Jose State
University, Division of Special Education &
Rehabilitation, 1 Washington Square, San Jose, CA
95192, 408-924-3720

TOPICS DISCUSSED:

1) CSPD AND PERSONNEL PREPARATION

Impact of CSPD on general and special education teacher preparation. Interface of CSPD and IHEs. CSPD is more than preparing special education teachers and should include general education personnel, related services personnel, and parents.

2) RESTRUCTURING TEACHER EDUCATION

Restructuring Teacher Education as per legislative actions.

Requiring special education competencies by general education personnel.

Differentiating teacher training across rural and urban populations.

Designing inclusive teacher education programs that model collaborative teaching. Collaboration across general and special education.

Faculty recruitment and retention of members from traditionally underrepresented populations.

Induction programs and support to socialize teachers as to quality educational services.

3) SPECIAL EDUCATION PERSONNEL PREPARATION

Early Childhood Special Education

Curricula for low incidence training

1994 CSPD CONFERENCE ON LEADERSHIP AND CHANGE

SPEECH/LANGUAGE PATHOLOGY IN SCHOOL SETTINGS

DIALOGUE GROUP

Facilitator: Tom O'Toole, American Speech & Hearing Association Past President
10801 Rockville Pike, Rockville, MD 20852, 301-897-5700

First, Tom O'Toole described new linkages between American Speech and Hearing Association (ASHA), National Association of State Directors of Special Education (NASDSE), and Council for Exceptional Children (CEC). A Standing Committee will examine priorities for continuing education, supportive personnel, and promising practices. A June meeting is planned.

TOPICS DISCUSSED:

1) RURAL PERSONNEL ISSUES

Sparsely populated, remote areas are unable to fully implement IEPS and contract for services at any price. Specialized services are even more difficult to obtain.

2) ASHA STANDARDS REGARDING CASELOADS

ASHA caseload guidelines "appear" to put up barriers to effective practices in service delivery. Misperceptions abound regarding ASHA guidelines.

ASHA wants to connect with CSPD Coordinators to help Speech Language Pathologists and other personnel understand the guidelines.

There are also questions around the use of resources in the classroom for language.

3) SCHOOL BASED SERVICES

There appears to be an attitude about a "caste system" that schools aren't the best place to work. The field needs to look at incentives for school-based Speech Language Pathologists.

Shortages of school-based personnel may be related to overidentification of children for special education.

Speech Language Pathologists need to increase connections with special education teachers.

SPEECH LANGUAGE PATHOLOGY IN SCHOOL SETTINGS DIALOGUE GROUP Continued

3) SCHOOL BASED SERVICES Continued

What is the role for Speech Language Pathologists regarding children with Attention Deficit/Hyperactivity Disorder (ADHD)? There is currently a paucity of information on HI and ADHD.

There needs to be dissemination of promising practices.

4) PERSONNEL PREPARATION

Institutions of Higher Education (IHEs) need to work collaboratively with school districts to develop incentives and practice that are school-based.

There was some mention of distance learning.

5) USE OF SUPPORTIVE PERSONNEL

ASHA is currently working on guidelines regarding the use of supportive personnel to deliver services.

1994 CSPD CONFERENCE ON LEADERSHIP AND CHANGE

OCCUPATIONAL THERAPY IN SCHOOL SETTINGS: RECRUITMENT AND RETENTION ISSUES
DIALOGUE GROUP

Facilitators: Barbara Hanft and Leslie Jackson, Promoting Partnerships: Leadership Training for Therapists in the Educational System, American Occupational Therapy Association, 1383 Piccard Drive, Rockville, MD 20849-1725, 301-948-9626

TOPICS DISCUSSED:

1) RECRUITMENT AND RETENTION OF OCCUPATIONAL THERAPY PERSONNEL

The immediate problem for school districts is competing with other employers (hospitals, home health and private practice) to attract therapists to work in the public schools. Therapists, even new graduates, are offered significantly more money to work in medical settings. The schools are contracting with hospitals and private practices to provide services for individual children at a much greater cost per hour than having the therapist employed on staff.

Recommendations:

Emphasize annualized salary and vacation benefits, summers off, etc.

Be sure to have networking and supervision (by an experienced OTR) available to school therapists. Many AOTA members complain they practice in isolation in the school settings.

Highlight continuing education opportunities for networking and peer contacts

2) PROVIDING EDUCATIONALLY RELEVANT SERVICES

Many therapists receive training in hospital/clinical/rehabilitation fieldwork experiences with adults and are not introduced to the IDEA mandate in their professional coursework in sufficient detail to provide school-based services.

Recommendations:

Contact university-based OT programs in your state (and those nearby) and offer schools as fieldwork sites for OT students. Note: Every OT student must

OCCUPATIONAL THERAPY IN SCHOOL SETTINGS: RECRUITMENT AND RETENTION ISSUES DIALOGUE GROUP Continued

2) PROVIDING EDUCATIONALLY RELEVANT SERVICES Continued

complete 6 months, 960 hours, of supervised (by OTR) internship. There is no specification of ages/disabilites other than the populations must be varied. Each OT program has a fieldwork coordinator who is always looking for new sites to send students. This is also a recruitment strategy since students often stay and take their first job at one of their affiliating sites.

3) USE OF ASSISTANTS/AIDES

The AOTA certifies assistants (Certified Occupational Therapy Assistants) who graduate from AOTA approved 2 year community college programs and pass a national exam. COTAs are trained to implement treatment programs developed by OTRs. They do not have the theory or evaluation training that OTRs possess. Each state defines the type and amount of supervision that COTAs must receive--through licensure and other state regulatory laws. The AOTA does not certify aides or other paraprofessionals.

Recommendations:

COTAs who work in the school system can treat individual children in the classroom or one-to-one and thus expand the scope of OT services. They must be supervised by an OTR who performs the evaluation, develops the intervention plan and reevaluates the student's progress.

AOTA has an Accreditation Division which can provide guidance on starting new COTA and OTR programs

Additional resources for school-based practice available from AOTA:

1) Guidelines for occupational therapy services in the school system. Revised once in 1989, the guidelines are currently being revised again to incorporate the early intervention and preschool guidelines.

2) Two self-study courses (One lesson for each of 9 months) on working in the school system. References: Royeer, C. (ED.) (1991). School-based practice for related service. Rockville, MD: American Occupational Therapy Association. and Royeer, C. (Ed.) (1992). Classroom applications for school-based practice. Rockville, MD: AOTA. Contact the Products Division at AOTA, 301-948-9626

DIRECTORIES

PRESENTERS

Susan Bailey, CSPD Coordinator
Office of Public Instruction
Montana Department of Education
PO Box 202501
Helena, MT 59620
(406)444-20461/FAX 406-444-3924

Heather Bennett McCabe, Ph.D.
Rehabilitation and Education for Adults and Children
1815 Ponce de Leon Avenue
Atlanta, GA 30307
(404)377-3836/FAX 404-373-0058

Anita Bradley-Pfeiffer
Executive Director, Navajo Division of Education, The Navajo Nation
Window Rock, AZ 86515
(602)871-7450

Chris Burge, CSPD Coordinator
AL State Department of Education
Division of Special Education
PO Box 302101
Montgomery, AL 36130-2101
(205)242-8114/FAX 205-242-9192

Deborah Carran, Ph.D.
School of Continuing Studies
Johns Hopkins University
100 Whitehead Hall
3400 N. Charles Street
Baltimore, MD 21218
(410)516-8273/FAX 410-516-8424

Delia Cerpa
SARRC
Florida Atlantic University
1236 North University Drive
Plantation, FL 33322
(305)473-6106/FAX 305-424-4309

Dr. Linda Christensen
Professor of Special Education
Eastern Montana College
1500 N. 30th Street
Billings, MT 59101
(406)657-2081

Juliann Cripe, Ph.D., Director
Project KITS, KUAP
2601 Gabriel
Parsons, KS 67357
(316)421-6550 ext. 1767
FAX 316-421-3623

Margie Crutchfield
National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703)264-9474/FAX 703-264-9494

Anne DeFanti
Rhode Island Dept. of Education
22 Hayes Street
Providence, RI 02908
(401)277-3505/FAX 401-277-6178

Sheila Draper, Director
Networking System for Training Education Personnel, NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX 703-519-3808

Nancy Fire, R.N., M.S.,
Technical Assistance Coordinator
NEC*TAS
Nations Bank Plaza
137 E. Franklin St., #500
Chapel Hill, NC 27514
(919)962-2001/FAX 919-966-7463

Patricia Gonzalez, Ph.D.
Networking System for Training
Education Personnel, NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX 703-519-3808

Nancy Gray, CSPD Coordinator
Kansas State Board of Education
120 SE 10th Avenue
Topeka, KS 66612
(913)296-2141/FAX 913-296-7933

John Haigh, Ed.D., Staff Specialist
Maryland State Department of
Education
200 W. Baltimore St.
Baltimore, MD 21201
(410)333-2000/FAX 410-333-8165

Barbara Hanft, MA, OTR/L, FAOTA
1022 Woodside Parkway
Silver Spring, MD 20901
(301)587-6026, FAX 301-587-1154

Stephen Hess
Director of Criterion Referenced
Evaluation and Testing
Frederick County Public Schools
Frederick, Maryland

Nancy Ibarguen
Director of Certification
Maine Department of Education
State House, Station #23
Augusta, ME 04333

Fay Ikei
RISE Coordinator
State of Hawaii Department of
Education
4967 Kilauea Avenue
Honolulu, Hawaii 96816
(808)735-5702/ FAX 808-734-7284

Bill Johnson, Director
Gallatin/Madison Special Education
Cooperative
PO Box 162
Belgrade, MT 59714
(406)388-6508

Jean Johnson, Ph.D.,
Project Coordinator
Zero-to-Three Hawaii Project
1600 Kapiolani Blvd., #1401
Honolulu, Hawaii 96814
(808)942-8223/FAX 808-946-5222

Robert Johnson, Ph.D., Instructor
Kapiolani Community College
4303 Diamond Head Road
Honolulu, Hawaii 96816
(808)732-0672/FAX 808-946-5222

Thomas Justice
2512 2nd Street
Santa Monica, CA 90405
(310)452-1908/FAX 320-581-6680

Gloria Lane, Ed.D., Assistant Professor,
Special Education Coordinator,
Graduate Program in Transition
Services
Johns Hopkins University
100 Whitehead Hall
3400 Charles Street
Baltimore, MD 21218
(410)516-8273/FAX 410-516-8424

Thomas Longhurst, Ph.D.
Professor & Grant Project Director
Idaho State University
Dept. of Speech Pathology & Audiology
Campus Box 8116
Pocatello, ID 83209-8116
(208)236-2204, FAX 208-236-4602

Nancy Lourie, Ph.D.
Associate Professor
Division of Teacher Education
San Jose State University
1 Washington Square
San Jose, CA 95192
(408)924-3748/FAX 408-924-3713

Diane Lowman, Part H Training
Coordinator
Office of Early Intervention
DMHMRSAS
PO Box 1797
Richmond, VA 23216-2120
(804)786-3710/FAX 804-371-7959

Ed McCaul
National Clearinghouse for Professions
in Special Education, NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX 703-519-3808

Mary Male, Ph.D., Professor
Division of Special Education
& Rehabilitation
San Jose State University
1 Washington Square
San Jose, CA 95192
(408)924-3720/FAX 408-924-3713

Beverly Mattson, Ph.D.
Networking System for Training
Education Personnel, NASDSE
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
(703)519-3800/FAX 703-519-3808

Caroline Moore
WRRC
1268 University of Oregon
Eugene, OR 97403-1268
(503)346-5641/FAX 503-346-5639

Karl Murray
National Institute on CSPD
Collaboration, CEC
1920 Association Drive
Reston, VA 22091-1589
(703)264-9488/FAX 703-264-9494

Jo Read, CSPD Coordinator
Virginia State Department
of Education
PO Box 2120
Richmond, VA 23216-2120
(804)786-6453/FAX 804-225-2831

Ken Reavis, CSPD Coordinator
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801)786-6453/FAX 804-225-2831

Christy Riffle, Ph.D.
MSRRC
University of Kentucky
114 Mineral Industries Building
Lexington, KY 40506-0051
(606)257-1107/FAX 606-258-1901

Cordelia Robinson, Ph.D., Director
Kennedy Center for Developmental
Disabilities, University of Colorado
Health Sciences Center
4200 E. 9th Avenue, Campus Box C234
Denver, CO 80262
(303)270-7224/FAX 303-270-6844

Pamela Clark Rosen, Ph.D.
Maine Department of Education
Division of Special Services
State House, Station #23
Augusta, ME 04333
(207)287-5119/FAX 207-287-5900

Michael Rosenberg, Ph.D.
Professor and Chair
Department of Special Education
Johns Hopkins University
101 Whitehead Hall
3400 N. Charles Street
Baltimore, MD 21218-2682
(410)516-8273/FAX 410-516-8424

Chris Ross
Special Education Director
Flathead County Special Services
Cooperative
725 5th Avenue East
Kalispell, MT 59901
(406)758-5717

Harvey Rude, Ph.D.
Professor and Assistant Dean
College of Education
University North Colorado
Greeley, CO 80639
(303)351-2817/FAX 303-351-2312

Dathan Rush, M.A., CCC-SLP
Program Assistant & Training
Coordinator, Sooner Start Early
Intervention Program, Oklahoma State
Department of Health
1000 NE 10th Street
Oklahoma City, OK 73117-1299
(405)271-8333/FAX 405-271-1262

Wayne Sailor, Ph.D.
Professor, Special Education
Director, University Affiliated Program
University of Kansas - Lawrence
Campus
Lawrence, KS 66045
(913)864-4950/FAX 913-864-5338

Cindy Savar
Director of Public Relations/Marketing
Council for Exceptional Children
1920 Assocation Drive
Reston, VA 22091
(703)264-9456/FAX 703-264-9494

Ruth Schennum, Ph.D., NCSP
CSPD, Part H Coordinator
Rhode Island Dept. of Health
Division of Family Health
3 Capitol Hill, Room 302
Providence, RI 02908-5097
(401)277-1185 x 168/FAX 401-277-1442

Bruce Schroeder, Coordinator
Utah Learning Resource Center
2290 East 4500 South, #3220
Salt Lake City, UT 84117
(801)272-3431/FAX 801-272-3479

C.G. Shaffer
Northeast RRC
Institute for Program Development
Trinity College of Vermont
Burlington, VT 05401
(603)895-2205/FAX 603-895-4545

Amy Simon, CSPD Coordinator
Georgia State Dept. of Education
Division for Exceptional Students
1966 Twin Towers East
Atlanta, GA 30334-5060
(404)657-9967/FAX 404-651-6457

Anne Smith, Ed.D.
Education Research Analyst
Division of Educational Services
Office of Special Education Programs
330 C Street SW, Room 4621
Washington, D.C. 20202-2734
(202)205-8888/FAX 202-205-8971

Judy Smith-Davis, Ph.D.
Project Alliance 2000
10860 Hampton Rd.
Fairfax Station, VA 22039
(703)264-9441/FAX 703-503-8627

Steve Street
CEC CSPD Facilitator
16455 Rustling Oak Court
Morgan Hill, CA 95037
(408)778-1539

Nancy Striffler
NEC*TAS
Georgetown University Hospital
Child Development Center
3800 Reservoir Road, NW
Washington, DC 20007
(202)687-8784/FAX 202-687-1954

Barbara Thalacker, Ed.D.
CSPD/Administrator
Secondary and Personnel Development
Unit
California Department of Education
721 Capitol Mall, Room 646
PO Box 944272
Sacramento, CA 94244-2720
(916)657-4996/FAX 916-657-5086

Dr. Bernie Travnikar
Director of Special Services
The Lamphere Schools
Madison Heights, MI 48071
(810)589-1990/FAX 810-589-2618

Rhonda Tyree
GLARCC
700 Ackerman Road, Suite 440
Columbus, OH 43202
(614)447-0844/FAX 614-447-9043

Jerrie Ueberle
Global Interactions
14 West Cheryl Drive
Phoenix, AZ 85021
(602)943-3922/FAX 602-272-2260

Tweety Yates, Ph.D.
Project Director
Partnerships Project
Institute for Research on Human
Development
University of Illinois
51 Gerty Drive
Champaign, IL 61820
(217)333-4123/FAX 217-244-7732

Gail Zahn
MPRRC
Utah State University
1780 N. Research Parkway, Suite 112
Logan, UT 84321-9620
(801)752-0238/FAX 801-753-9750

CONFERENCE PLANNING COMMITTEE

Sheila Draper
Networking System for Training
Education Personnel
NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX: 703-519-3808

Nancy Fire
NEC*TAS
NationsBank Plaza, Suite 500
137 East Franklin Street
Chapel Hill, NC 27514
(919)962-2001/FAX: 919-966-7463

Pat Gonzalez
Networking System for Training
Education Personnel
NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX: 703-519-3808

Beverly Mattson
Networking System for Training
Education Personnel
NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX: 703-519-3808

Ed McCaul
National Clearinghouse for Professions
in Special Education
NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX: 703-519-3808

Betty McCracken
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703)264-9489/FAX: 703-264-9494

Nancy Medienbaur
National Clearinghouse for Professions
in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 264-9494/FAX: 703-264-9494

Karl Murray
National Institute on CSPD
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703)264-9488/FAX: 703-264-9494

Joan Nelson
NASDSE
1800 Diagonal Rd., #320
Alexandria, VA 22314
(703)519-3800/FAX: 703-519-3808

Deborah Price-Ellingstad
Academy for Educational Development
1875 Connecticut Ave NW
Washington, D.C. 20009-1202
(202)884-8000

Jo Read, CSPD Coordinator
Virginia Department of Education
PO Box 2120
Richmond, VA 23216
(804)786-6453/FAX: 804-225-2831

JoLeta Reynolds, Special Assistant
Office of Special Education Programs
Switzer Building
330 C Street S.W., Rm 3082
Washington, D.C. 20202-2734
(202)205-5507/FAX: 202-260-0416

Christy Riffle
Mid-South RRC
University of Kentucky
121 Mineral Industries Bldg.
Lexington, KY 40506-0051
(606)257-4921
FAX: 606-258-1901

Nancy Striffler
NEC*TAS
Georgetown University Hospital
Child Development Center
3800 Reservoir Rd. N.W.
Washington, D.C. 20007
(202)687-8784/FAX: 202-687-1954

Terri Thielen
Academy For Educational
Development
1875 Connecticut Ave NW
Washington, D.C. 20009-1202
(202)884-8306/FAX: 202-884-8443

Pat Trohanis, Ph.D.
NEC*TAS
NationsBank Plaza, Suite 500
137 East Franklin Street
Chapel Hill, NC 27514
(919)962-2001/FAX: 919-966-7463

Carol Valdivieso
Academy for Educational Development
1875 Connecticut Ave NW
Washington, D.C. 20009-1202
(202)884-8000
FAX: 202-884-8443

FACILITATORS

Gerald Bacoats, CSPD Coordinator
Bureau of Education for Exceptional
Students
Florida Department of Education
325 W. Gaines St., #614
Tallahassee, FL 32339
(904)488-5582, FAX 904-487-2194

Ted Beck, CSPD Coordinator
Special Education Services
Michigan Department of Education
PO Box 30008
Lansing, MI 48909-7508
(517)373-6325, FAX 517-373-7504

Julia Frentz, Project Director
Madison Metropolitan School District
Integrated Student Services
545 W. Dayton
Madison, WI 53703
(608)266-6153, FAX 608-267-1635

Faye Gibson, CSPD Coordinator
Division of Special Education
Colorado Department of Education
201 E. Colfax Ave.
Denver, CO 80204
(303)866-6887, FAX 303-830-0793

Marianne Kirner, CSPD Coordinator
Special Education Resource Center
25 Industrial Park Rd.
Middletown, CT 06547
(203)632-1485, FAX 203-638-4218

Mary Male, Ph.D., Professor
Special Education & Rehabilitative
Services
San Jose State University
125 Sylvar Street
Santa Cruz, CA 95060
(408)429-5071, FAX 408-924-3713

Jo Read, CSPD Coordinator
Virginia State Department
of Education
PO Box 2120
Richmond, VA 23216-2120
(804)786-6453, FAX 804-225-2831

Harvey Rude, Ph.D.
Professor and Assistant Dean
College of Education
University North Colorado
Greeley, CO 80639
(303)351-2817, FAX 303-351-2312

Tom Sileo, Ph.D.
Associate Professor & Chair
Department of Special Education
University of Hawaii at Manoa
1776 University Ave.
Honolulu, HI 96822
(808)956-7956, FAX 808-956-4345

Steve Street, CEC CSPD Facilitator
16455 Rustling Oak Court
Morgan Hill, CA 95037
(408)778-1539

Barbara Thalacker, Ed.D.
CSPD Coordinator/Administrator
Secondary & Personnel
Development Unit
California Department of Education
721 Capitol Mall, Room 646
PO Box 944272
Sacramento, CA 94244-2720
(916)657-4990, FAX 916-657-5080

Dr. Bernie Travnikar
Director of Special Services
The Lamphere Schools
Madison Heights, MI 48071
(810)589-1990, FAX 810-589-2618

Jerrie Ueberle
Global Interactions
14 West Cheryl Drive
Phoenix, AZ 85021
(602)943-3922, FAX 602-272-2260

1994 CSPD CONFERENCE PARTICIPANTS

Paul Adams, Chairman
Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182
(913)296-2141

Ruth Aherasturi, Director of Student
Support Services
Nevada Department of Education
Carson City School District
50 Jodie Lane
Carson City, NV 89701
(702)881-3649, FAX: 702-885-6318

Louis Ando, Assistant Superintendent
Riverview Hospital for Children and Youth
PO Box 621, River Road
Middletown, CT 06457
(203)344-2748

Joyce Armstrong, Supervisor Dir. S.E.B.
DC Public Schools
215 G Street, N.E.
Washington, DC 20002
(202)724-4801, FAX: 202-724-5116

Dr. Susan Avery, Administrator
Bureau of Education for Exceptional Students
Florida Department of Education
325 W. Gaines Street, Suite 654
Tallahassee, FL 32399-0400
(904)488-1106, FAX: 904-922-7088

Fred Baars, CSPD Coordinator
NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601
(919)715-1597, FAX: 919-715-1569

Virginia Babcock, Consultant
Special Education Resource Center
25 Industrial Park Road
Middletown, CT 06547-2825
(203)632-1485, FAX: 203-638-4231

Gerald Bacoats, CSPD Coordinator
Florida Department of Education
325 West Gaines Street, Suite 614
Tallahasse, FL 32399
(904) 488-4246, FAX: 904-487-2194

Beth Bader, Policy Analyst
American Federation of Teachers
555 New Jersey Avenue NW
Washington, DC 20001
(202) 879-4561, FAX: 202-879-4537

Susan Bailey, CSPD Coordinator
Wyoming Office of Public Instruction
PO Box 202501
Helena, MT 59620
(406)444-2046, FAX: 406-444-3924

Wilhelmena Ballou, Special Program
Coordinator
DC Public Schools
215 G Street NE
Washington, DC 20002
(202)724-4800, FAX: 202-724-5116

Sheila Barnes Ph.D., Assistant Professor
Southeastern Oklahoma State University
PO Box 4164, SEOSU
Durant, OK 74701-0609
(405)924-0121, ext. 2239, FAX: 405-924-7313

Daryll Bauer, Director of Special Education
Programs
Marshall University College of Education
Huntington, WV 25755
(304)696-2856

Theodore R. Beck, Supervisor
Training Curriculum and Approvals Program
Office of Special Education, P.O. Box 30008
Michigan Department of Education
Lansing, MI 48909
(517)373-6325, FAX: 517-373-7504

Heather Bennett McCabe Ph.D.,
Executive Director, Rehabilitation and Education
for Adults and Children Inc
1815 Ponce De Leon Avenue
Atlanta, GA 30307
(404)377-3836, FAX: 404-373-0058

Margaret Bergant, Assistant Director of
Special Education Services
Oklahoma State Department of Education
2500 N. Lincoln
Oklahoma City, OK 73105
(405)521-4876, FAX: 405-521-6205

Barbara Bernabei, Director, Nevada Parent
Connection Parent Training & Information
3380 South Arville, Suite J
Las Vegas, NV 89102
(702)252-0259, ext. 1113, FAX: 702-252-8780

Myrta Reyes Berrios, CSPD Coordinator
Puerto Rico Department of Education
Special Education Program
PO Box 190759
Hato Rey, PR 00919
(801)754-8903, FAX: 801-753-7691

Dr. Ginger Blalock
Professor of Special Education
University of New Mexico
Mexa Vista, #3004
Albuquerque, NM 87131
(505)277-5119, FAX: 505-277-4166

Joan Blough, Part H Coordinator
Michigan Department of Mental Health
1738 Commonweath
Kalamazoo, MI 49006
616-373-5140, FAX: 616-373-5109

Robert Boozer, Education Associate
Delaware Department of Public Instruction
P.O. Box 1402
Dover, DE 19903
(302)739-4583, FAX: 302-739-3092

Anita Bradley-Pfeiffer, Executive Director
Navajo Division of Education
The Navajo Nation
Window Rock, AZ 86515
(602)871-7450

DiAnn Brown, CSPD Project Director
Alaska Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99802
(907)465-2972, FAX: 907-465-3396

Dr. Lyndal M. Bullock
Special Education
University of North Texas
2310 North Interstate 35 E, Services Building
Denton, TX 76201
(817)565-2391

Chris Burge, Education Specialist
CSPD Coordinator
Alabama State Department of Education
Division of Special Services
PO Box 30201
Montgomery, AL 36130
(205)242-8114, FAX: 205-242-9192

Roger Burke, Program Manager
Office of Special Education Services
Louisiana State Dept of Education
Box 94064
Baton Rouge, LA 70804-9064
(504)765-2600, FAX: 504-765-2638

Dr. Jill Burroughs, Assistant Director of Finance
Oklahoma State Department of Education
2500 N. Lincoln
Oklahoma City, OK 73105
(405)521-4877, FAX: 405 521-6205

Deborah Carran Ph.D.
School of Continuing Studies
John Hopkins University
100 Whitehead Hall, 3400 N. Charles Street
Baltimore, MD 21218
(410)515-8273, FAX: 410-516-8424
Stephen Casavant, Principal
J. Jackter School
Colchester, CT 06415-1288
(203)537-0717, FAX: (203)537-1252

Delia Cerpa
Technical Assistance Coordinator
South Atlantic RRC
1236 N. University Drive
Plantation, FL 33322
(305)473-6106, FAX: 305-424-4309

Dr. Linda Christensen
Professor of Special Education
Eastern Montana College
1500 N. 30th Street
Billings, MT 59101
(406)657-2081

Dr. Roberta Clark, Administrator
Putnam City Schools
5401 N.W. 40th Street
Oklahoma City, OK 73122
(405)495-5200, FAX: 405-495-8648

Elizabeth Cooley, Ph.D.,
Senior Research Associate/Project Director
Far West Laboratory for Educational Research
& Development
730 Harrison Street
San Francisco, CA 94107
(415)565-3086, FAX: 415-565-3012

Ace Cossairt, Ph.D.
Professor of Special Education
University of Wyoming
Box 3374
Laramie, WY 82071
(307)766-6501, FAX: 307-766-2018

Juliann Cripe Ph.D., Project KITS
KUAP
2601 Gabriel
Parsons, KS 67357
(316)421-6550 (ext. 1767), FAX: 316-421-3623

Margie Crutchfield, Education Specialist
National Clearinghouse for Professions
in Special Education, CEC
1920 Association Drive
Reston, VA 22091
(703)264-9481, FAX: 703-264-9494

Carol R. Davis, CSPD Coordinator
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
(603)472-5821, FAX: 603-472-8770

Anne Defanti, CSPD Coordinator
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908
(401)277-3505, FAX: 401-277-6178

Fred DeMay, CSPD Coordinator
New York State Education Department
Office for Special Education Services
Room 1610 - One Commerce Plaza
Albany, NY 12234
(518)474-5548, FAX: 518-473-1578

Sheila Draper, Director
Networking System for Training Education
Personnel, NASDSE
1800 Diagonal Rd, #320
Alexandria, VA 22314
(703)519-3800, FAX: 703-519-3808

Edna Duncan, CSPD Coordinator
Mississippi Department of Education
PO Box 771
Jackson, MS 39205
(601)359-3498, FAX: 601-359-2198

Joseph A. Fahner, CSPD Coordinator
Mississippi State Department of Health
PO Box 1700
Jackson, MS 39215-3042
(601)960-7427, FAX: 601-960-7922

Debbie Farmer, Training Specialist
Computer Data Systems
PO Box 3042
Charleston, WV 25331
(304)343-6480, FAX: 304-343-6489

Ronald Felton, Executive Director
Exceptional Student Education
Dade County Schools
1450 N.E. 2nd Avenue, Room 700
Miami, FL 33132
(305)995-1799, FAX: 305-995-1760

Nancy Fire, Technical Assistance Coordinator
NEC*TAS
FPG 137 E. Franklin Street
Nations Bank Building Suite #500
Chapel Hill, NC 27514
(919)962-2001, FAX: 919-966-7463

Dr. Dana Fredebaug, Research Associate
University of Miami, School of Education
PO Box 248065
Coral Gables, FL 33124-2040
(305)284-3414, FAX: 305-284-3003

Julie Frentz, Project Director
Madison Metropolitan School District
Integrated Student Services
545 West Dayton
Madison, WI 53703
(608)266-6153, FAX: 608-267-1635

Peggy A. Gallagher, Education Program
Specialist
PART H, University Affiliated Program,
University of Georgia
533 Linwood Avenue
Atlanta, Ga 30306
(404)659-0735, FAX: 706-542-4815

Dr. Marisal R. Gavilan, Associate Professor
Florida International University
College of Education, Room 210
University Park Campus
Miami, FL 33199
(305)348-2097, FAX: 305-348-3205

Faye Gibson, CSPD Coordinator
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203
(303)866-6887, FAX: 303-866-6811

Mary E. Ginn, Education Associate, CSPD
South Carolina Department of Education
1429 Senate Street, Rutledge Building
Columbia, SC 29201
(803)734-8126, FAX: 803-734-4824

Pat Gonzalez
Networking System for Training Education
Personnel
NASDSE
1800 Diagonal Rd, #320
Alexandria, VA 22314
(703)519-3800, FAX: 703-519-3808

Frances E. Gragg, Senior Research Analyst
Westat
1650 Research Blvd., TB 204
Rockville, MD 20850
(301)738-3610, FAX: 301-294-4475

Nancy Gray, Program Consultant
Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, KS 66612
(913)296-2141, FAX: 913-296-7933

Gil Guerin, Grant Director
Early Childhood Special Education
San Jose State University Foundation
850 Haddock Street
Foster City, CA 94404
(415)574-4053, FAX: 408-924-3713

John Haigh, Ed.D, Staff Specialist
Maryland Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(410)333-2000, FAX: 410-333-8165

Barbara Hanft, MA, OTR/L, FAOTA
1022 Woodside Parkway
Silver Spring, MD 20901
(301)587-6026, FAX: 301-587-1154

Kelly Haynes, Research Associate, ECSE
University of Miami, School of Education
PO Box 248065
Coral Gables, FL 33124-2040
(305)284-2963, FAX: 305-284-3003

Thomas Hehir, Ph.D., Director
Office of Special Education Programs
Office of Special Education and
Rehabilitative Services
Room 3086, Switzer Building
330 C Street, SW, Mail Stop 2570
Washington, DC 20202

Stephen Hess, Director of Criterion
Referenced Evaluation & Testing
Frederick County Public Schools
Frederick, MD

Lucy Anne Hession, Chief
Program Development & Assistance Branch
Maryland State Department of Education
Division of Special Education
200 W. Baltimore Street
Baltimore, MD 21201
(410)333-2495, FAX: 410-333-8165

Dr. Wayne P. Hresko, Professor
University of North Texas
PO Box 13857
Denton, TX 76203
(817)565-3583, FAX: 817-565-4055

Pam Hudson, Special Populations Consultant
Tennessee Department of Education
Box 3570
Cleveland, TN 37320-3570
(615)559-4980, FAX: 615-559-4990

Christine Hutchings, CSPD Consultant
Idaho State Department of Education
Special Education Section
PO Box 83720
Boise, ID 83729
(208)334-3940, FAX: 208-334-2228

Nancy Ibarguen, Director of Certification
Maine Department of Education
State House, Station 23
Augusta, ME 04333

Fay K. Ikei, Personnel Specialist - RISE
State of Hawaii Department of Education
4967 Kilauea Avenue
Honolulu, HI 96816
(808)735-5702, FAX: 808-734-7284

Karen Jefferies, Program Specialist
Governor's Advisory Council for Exceptional Citizens
PO Box 1401, 21 The Green
Dover, DE 19903
(302)739-4553, FAX: 302-739-6126

Bill Johnson, Director
Gallatin/Madison Special Education Cooperative
PO Box 162
Belgrade, MT 59714
(406)388-6508

Jean L. Johnson Ph.D., Project Coordinator
Zero-To-Three Hawaii Project
1600 Kapiolani Blvd., Suite #1401
Honolulu, HI 96814
(808)942-8223, FAX: 808-946-5222

Robert C. Johnson Ph.D., Instructor
Kapiolani Community College
4303 Diamond Head Road
Honolulu, HI 96816
(808)734-9178, FAX: 808-734-9151

Peggy Jones, Program Support Teacher
Cooperative Education Service Agency, CESA #8
Route 2, Box 120
Cecil, WI 54111
(414)855-2114

Tom Justice
2512 Second Street
Santa Monica, CA 90405
(310)452-1908, FAX: 320-581-6680

Carol Kent, Early Childhood Coordinator
Development Disabilities Institute
6001 Cass Avenue
Wayne State University
Detroit, MI 48202
(313)577-2654, FAX: 313-577-3770

Marianne Kirner, Director
Special Education Resource Center
25 Industrial Park Road
Middletown, CT 06457
(203)632-01485, FAX: 203-638-4231

Kenneth A. Koehly, State CSPD Coordinator
New Jersey Department of Education
Assistant Bureau Manager
225 West State Street, CN 500
Trenton, NJ 08625-0500
(609)633-6430, FAX: 609-292-5558

Gloria Lane, Ed.D, Assistant Professor
Graduate Program in Transition Services
John Hopkins University, 3400 Charles Street
100 White Head Hall, Baltimore, MD 21218
(410)516-8273, FAX: 410-516-8424

Susan Larson, Director
State Policy Analysis Branch
American Speech Language Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301)571-0482

Grace J. Lewis, Administrative Officer
D C Public Schools
215 G Street N.E.
Washington, DC 20002
(202)724-4800, FAX: 202-724-5116

Tom Longhurst, Ph.D., Professor
Department of Speech Pathology & Audiology
Idaho State University, Campus Box 8116
Pocatello, ID 83209
(208)236-2204, FAX: 208-236-4602

Mary Ann Losh Ph.D., CSPD Administrator
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509
(402)471-4357, FAX: 402-471-0117

Nancy Lourie Ph.D., Associate Professor
San Jose State University
Division of Teacher Educaton
One Washington Square
San Jose, CA 95192
(408)924-3748, FAX: 408-924-3713

Dianne Koontz Lowman, PART H Training Coodinator
Office of Early Intervention DMHMRSAS
PO Box 1797
Richmond, VA 23216-2120
(804)786-3710, FAX: 804-371-7959

Jeanne MacDonald,
Pupil Personnel Service Director
North Branford Public Schools
PO Box 129
Middletown Avenue
North Branford, CT 06472-0129
(203)484-2728, FAX: 203-484-2994

Ed McCaul
National Clearinghouse for
Professions in Special Education, NASDSE
1800 Diagonal Road, Suite #320
Alexandria, VA 22314
(703)519-3800, FAX: 703-519-3808

Maryan McCormick, Director
Interagency Support Project
150 S Progess Avenue
Harrisburg, PA 17109
(717)657-5861, FAX: 717-657-5983

Joan McDonald, CSPD Coordinator
Arizona Department of Special Education
1535 West Jefferson
Phoenix, AZ 85007
(602)542-3184, FAX: 602-542-5404

Mary Male, Ph.D., Professor, Special Education
San Jose State University
One Washington Square
San Jose, CA 95192
(408)924-3720, FAX: 408-924-3713

Cindy Marose, Director
Professional Standards Section
State Department of Education
2500 N. Lincoln Blvd., Suite #212
Oklahoma City, OK 73105
(405)521-3337, FAX: 405-521-6205

Suzanne Martin
Office of Special Education Programs
Division of Personnel Preparation
330 C Street, SW, Room 3515
Washington, DC 20202
(202)205-9083

Dianne Mathis, RESC Administrator
Oklahoma State Department of Education
Suite 109, 1312 N.W. 12th Street
Moore, OK 73116
(405)799-4458, FAX: 405-521-6205

Dr. Cherritta L. Matthews
State CSPD Coordinator
Delaware Department of Public Instruction
PO Box 1402
Dover, DE 19901
(302)739-4667, FAX: 302-739-3744

Beverly Mattson
Networking System for Training Education
Personnel, NASDSE
1800 Diagonal Road, #320
Alexandria, VA 22314
(703)519-3800, FAX: 703-519-3808

Susan P. Maude, Project Coordinator
St. Peters Child Development Center Inc
2500 Baldwick Rd
Pittsburgh, PA 15205
(412)937-3093, FAX: 412-937-7960

Sandra Mehle-Hanson, Teacher
Wyoming CSPD Advisory Panel
1401 Colorado Road
Rawlins, WY 82301
(307)328-9280, FAX: 307-328-9286

Nancy Meidenbauer, Education Specialist
National Clearinghouse for Professions
in Special Education, CEC
1920 Association Drive
Reston, VA 22091
(703)264-9477, FAX: 703-264-9494

Lorraine I. Michel, Coordinator
Training & Standards PART H,
Infant-Toddler Service
Kansas Department of Health and Enviroment
900 S.W. Jackson
Landon State Office Building - 10th Fl
Topeka, KS 66612-1290
(913)296-6134, FAX: 913-296-4166

Geraldine L. Miller
Basic Education Associate
Pennsylvania Department of Education
333 Market Street, Seventh Floor
Harrisburg, PA 17126-0333
(717)783-6913, FAX: 717-783-6139

Sidney R. Miller, Ph.D., Professor
Southern Illinois University at Carbondale
Department of Educational Psychology
Carbondale, IL 62901-4618
(618)453-2311, FAX: 618-453-7110

Pam Miller Sallet, Program Specialist
New Hampshire Infant & Toddler Program
105 Pleasant Street
Bureau of Developmental Services
Concord, NH 03301
(603)271-5144, FAX: 603-271-5058

Dr Jeanette Misaka
Clinical Associate Professor
Department of Special Education
University of Utah
220 Milton Bennion Hall
Salt Lake City, UT 84112
(801)581-8444, FAX: 801-581-5223

Caroline Moore, Assistant Director
Western Regional Resource Center
1268 University of Oregon
Eugene, OR 97402-1268
(503)346-5641, FAX: 503-346-5639

Karl Murray
National Institute on CSPD
Collaboration, CEC
1920 Association Drive
Reston, VA 22091-1589
(703)264-9488, FAX: 703-264-9494

Mary E. Nunn, Assistant Director
Office of Special Education
West Virginia Department of Education
Capitol Complex, Building 6 Room 304
Charlestown, WV 25305
(304)558-2696, FAX: 304-558-0048

Anna Ossler, Principal
Sherwood Elementary School
1401 Olney-Sandy Spring Rd
Sandy Spring, MD 20860
(301)924-3195, FAX: 301-924-3197

Thomas O'Toole, Past President
American Speech Language & Hearing
Association
10801 Rockville Pike
Rockville, MD 20852
(301)897-5700

Edward D. Ottinger Jr, Certification Officer
Millersville University
Millersville, PA 17551
(717)872-3851, FAX: 717-872-3856

Deborah Parsons, Director
Special Education Program Development
Department of Elementary and Secondary
Education
PO Box 480
Jefferson City, MO 65102
(314)751-8165, FAX: 314-526-4404

Cathy Perri, Part H Administrator
Oklahoma State Department of Education
2500 N Lincoln
Oklahoma City, OK 73105
(405)521-4880, FAX: 405-521-6205

Donald Peters Ph.D., Director of UDUAP
University of Delaware, 101 Alison Hall
Newark, DE 19716
(302)831-6974, FAX: 302-831-8776

B. Garnett Pinkney, Director, S.E
D C Public Schools
215 G Street N.E.
Washington, DC 20002
(202)724-4804, FAX: 202-724-5116

Helen W. Post, Executive Director
Utah Parent Center
2290 East 4500 South, Suite #110
Salt Lake City, UT 84117
(801)272-1051, FAX: 801-272-8907

Ralph K. Price, Jr., Executive Director
West Virginia Advisory Council for the
Education of Exceptional Children
West Virginia Graduate College
PO Box 1003
Institute, WV 25112
(304)766-1986, FAX: 304-766-1942

Jo Read, CSDP Coordinator
Virginia Department of Special Education
PO Box 2120
Richmond, VA 23216
(804)786-6453, FAX: 804-225-2831

Ken Reavis, Utah CSPD Coordinator
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801)538-7706, FAX: 801-538-7991

Dr. Christy Riffle,
Technical Assistance Provider
Mid-South Regional Resource Center
126 Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051
(606)257-4921, FAX: 606-323-1901

Cordelia Robinson, Ph.D., Director
John F Kennedy Center for Developmental Disabilities
University of Colorado Health Sciences Center
4200 E. 9th Avenue, Box C-234
Denver, CO 80262
(303)270-7224, FAX: 303-270-6844

Anne Rodgers-Rhyme, CSPD Coordinator
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53707-7841
(608)266-1146, FAX: 608-267-1052

Dr. Pamela Clark Rosen
Maine Department of Education
Division of Special Services
State House, Station 23
Augusta, ME 04333
(207)287-5119, FAX: 207-287-5900

Michael S. Rosenberg, Ph.D.
Professor & Chairman
Department of Special Education
John Hopkins University
Whitehead Hall Room 100
Baltimore, MD 21218
(410)516-8273, FAX: 410-516-8924

Chris Ross, Director of Special Education
Flathead County Special Services Cooperative
Box 162
Belgrade, MT 59714
(406)388-6508

Harvey Rude, Ph.D., Assistant Dean
University of Northern Colorado
College of Education
Greeley, CO 80639
(303)351-2817, FAX: 303-351-2312

Dathan Rush, Program Assistant
Oklahoma State Department of Health
1000 N.E. 10th Street
Oklahoma City, OK 73117-1299
(405)271-8333, FAX: 405-271-1202

Ann Saffer, Technical Assistance Consultant
Washtenaw Intermediate School District
1819 S Wagner Rd, P.O. Box 1406
Ann Arbor, MI 48106-1406
(313)994-8100, ext. 1516, FAX: 313-994-2203

Wayne Sailor Ph.D., Director, UAP
Professor, Special Education
University of Kansas
Lawrence, KS 66045
(913)864-4950, FAX: 913-864-5338

Darla Saunders
Personnel Developmental Coordinator
Utah Baby Watch Early Intervention Program
288 North 1460 West
Salt Lake City, UT 84116
(801)538-6922, FAX: 801-538-6614

Cindy Savar
Director of Public Relations & Marketing
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703)264-9456, FAX: 703-264-9494

Marilyn Scheffler, Clinic Coordinator
Special Education & Communications Disorders
University of Nebraska
253 Barkley Memorial Center
Lincoln, NE 68505
(402)472-5492, FAX: 402-472-7697

Julie Schendel, Staff Development Consultant
MPRRC, Drake University
2507 University Avenue
Des Moines, IA 50311-4505
(515)271-3936, FAX: 515-271-4185

Ruth H Schennum Ph.D., Health Policy Anaylst
CSPD Coordinator PART H
Rhode Island Department of Health
Early Intervention
3 Capitol Hill, Room 302
Providence, RI 02908
(401)277-1185, FAX: 401-277-1442

Kathleen Schindler, Assistant Director
Administrative & Fiscal Affairs
State Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085
(614)466-2650, FAX: 614-752-1622

Bruce Schroeder, Coordinator
Utah Learning Resource Center
2290 East 4500 South, Suite 3220
Salt Lake City, UT 84117
(801)272-3431, FAX: 801-272-3479

C G Shaffer, Staff Associate
Northeast Regional Resource Center
Trinity College of Vermont
208 Colchester Avenue
Burlington, VT 05641-05401
(603)895-2205, FAX: 603-895-4545

Tom Sileo, Associate Professor & Chair
Department of Special Education
University of Hawaii At Manoa
1776 University Avenue
Honolulu, HI 96822
(808)956-7956, FAX: 808-956-4345

Amy Simon, CSPD Coordinator
Georgia State Department of Special Education
Division for Exceptional Students
1966 Twin Towers East
Atlanta, GA 30334-5060
(404)657-9967, FAX: 404-651-6457

Anne Smith Ed.D., Education Research Analyst
Division of Educational Services
Office of Special Education Programs
330 C Street SW, Room 4621
Washington, DC 20202
(202)205-8888, FAX: 202-205-8971

William Smith, Ed.D.
Executive Vice President
Director of Social Development
Academy for Educational Development
1875 Connecticut Avenue NW
Washington, DC 20009-1202

Judy Smith-Davis,
East Desk, Alliance 2000 Project
(University of New Mexico)
10860 Hampton Road
Fairfax Station, VA 22039
(703)239-1557, FAX: 703-503-8627

Allen Steckelberg, Manager
University of Nebraska Special
Education & Communication Disorders
318 Barkley Center
Lincoln, NE 68583
(402)472-5491, FAX: 402-472-7697

Steve S Street
16455 Rustling Oak Court
Morgan Hill, CA 95037
(408)778-1539

Nancy Striffler
NEC*TAS
Georgetown University Hospital
Child Development Center
3800 Reservoir Road N.W.
Washington, DC 20007
(202)687-8784, FAX: 202-687-1954

Dale A Talbert, Executive Assistant
D C Public Schools
215 G Street. N.E.
Washington, DC 20002
(202)724-4793, FAX: 202-724-5116

Janeen Taylor
Maryland Infant & Toddler Program
6740 Alexander Bell Drive
Columbia, Md 21046-2100
(410)290-1777, FAX: 410-290-0007

Cindy Terry, CSPD Coordinator
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217)782-6601, FAX: 217-782-0372

Barbara Thalacker Ed.D., CSPD Administrator
Secondary and Personnel Development Unit
California Department of Education
721 Capitol Mall Room 646
Sacramento, CA 94244-2720
(916)657-4996, FAX: 916-657-5086

Teresa Tometich, Supervisor,
Early Childhood Special Education
Missouri Department of Elementary &
Secondary Education
PO Box 480
Jefferson City, MO 65102
(314)751-0285, FAX: 314-526-4404

Bernie Travnikar
Director of Special Services
Lampere Public Schools
31201 Dorchester
Madison Heights, MI 48071
(315)589-1990, FAX: 313-589-2618

Andrea Trow, Consultant
Nevada Department of Education
2050 Jodi Lane
Carson City, NV 89710

Rhonda Tyree, Program Manager
Great Lakes RRC,
Ohio University
700 Ackerman Rd
Columbus, OH 43202
(614) 447-0844, FAX: 614-447-0844

Jerrie Ueberle, President
Global Interactions Inc
14 West Cheryl Drive
Phoenix, AZ 85021
(602)272-3438, FAX: 602-943-3922

Carol Valdivieso
Federal Resource Center
Academy for Educational Development
1875 Connecticut Avenue NW
Washington, DC 20009-1202
(202)884-8000, FAX: 202-884-8443

Dr Charles Weiner
Professor of Education
Southeastern Oklahoma State University
PO Box 4145
Durant, OK 74701-0609
(405)924-0121, ext.2743, FAX: 405-924-7313

Ron Wiegerink, Chair
Specialized Education Programs
University of North Carolina - Chapel Hill
119 Peabody Hall, CD# 3500
Chapel Hill, NC 27559
(919)962-2519, FAX: 919-962-1533

Jodie Williams, CSPD Coordinator
Oklahoma State Department of Education
2500 N Lincoln
Oklahoma City, OK 73105
(405)521-3351, FAX: 405-521-6205

Dino Williams Ph.D., CSPD Consulatant
Kentucky Department of Education
500 Mero Street
Frankfort, KY 40601
(502)564-4970, FAX: 502-564-6721

Dr. Tweety J. Yates, Coordinator,
Partnership Projects
University of Illinois,
61 Children's Research Center
51 Gentry Drive, University of Illinois
Champaign, IL 61820
(217)333-4123, FAX: 217-244-7732

Alice Zadina, Consultant, I.S.D.
Nebraska Department of Education
UNL 202 G Barkley
Lincoln, NE 68583-0732
(402)472)6297, FAX: 402-472-7697

Gail Zahn, Technical Assistant
Mountain Plains Regional Resource Center
1780 North Research Parkway, Suite 112
Logan, UT 84321
(801)752-0238, FAX: 801-753-9750

EXHIBITORS

American Association of
Colleges for Teacher Education
One Dupont Circle
Suite 610
Washington, D.C. 20036-1186
202-293-2450

American Guidance Service
Post Office Box 99
Circle Pines, MN 55014
407-295-0697

Paul Brooke Publishers
Post Office Box 10624
Baltimore, MD 21285-0624
410-337-9580

National Association of State Directors
of Special Education
Suite 320
1800 Diagonal Road
Alexandria, VA 22314
703-519-3800

National Center for Educational
Information
4401A Connecticut Ave, N.W. #212
Washington, DC 20008
202-362-3444

National Information Center for
Children
and Youth with Disabilities
PO Box 1492
Washington, D.C. 20013-1492
TOLL FREE: 1-800-695-0285

PRESENTER INDEX

Bailey, Susan..8, 55, 122, 131

Bennett McCabe, Heather..4, 56, 122, 131

Bradley-Pfeiffer, Anita..9, 76, 122, 132

Burge, Chris..3, 56, 122, 132

Carran, Deborah..2, 59, 122, 132

Cerpa, Delia..10, 103, 122, 132

Christensen, Linda..8, 55, 122, 132

Cripe, Juliann..9, 61, 122, 133

Crutchfield, Margie..5, 122, 133

DeFanti, Anne..2, 80, 122, 133

Draper, Sheila..1, 5, 93, 94, 122, 127, 133

Fire, Nancy..2, 5, 7, 9, 60, 61, 106, 111, 114, 122, 127, 133

Gonzalez, Patricia..5, 93, 123, 127, 134

Gray, Nancy..4, 62, 123, 134

Haigh, John..9, 63, 123, 134

Hanft, Barbara..7, 8, 85, 111, 119, 123, 134

Hehir, Thomas..6, 24, 31, 41, 134

Hess, Stephen..9, 63, 123, 134

Ibarguen, Nancy..3, 73, 123, 134

Ikei, Fay..8, 64, 123, 134

Johnson, Bill..8, 55, 123, 135

Johnson, Jean..4, 65, 123, 135

Johnson, Robert..3, 66, 123, 135

Justice, Tom..9, 67, 123, 135

Lane, Gloria..3, 68, 123, 135

Longhurst, Thomas..4, 8, 69, 70, 123, 135

Lourie, Nancy..9, 71, 124, 135

Lowman, Dianne..9, 84, 124, 135

McCaul, Ed..5, 124, 127, 136

Male, Mary..7, 9, 71, 111, 116, 124, 129, 136

Martin, Suzanne..7, 111, 112, 136

Mattson, Beverly..5, 6, 93, 124, 127, 136

Moore, Caroline..10, 103, 124, 137

Murray, Karl..5, 10, 124, 127, 137

O'Toole, Thomas..7, 111, 117, 137

Read, Jo..4, 9, 84, 86, 124, 127, 129, 137

Reavis, Ken..3, 79, 124, 137

Riffle, Christy..10, 15, 103, 124, 127, 137

Robinson, Cordelia..2, 60, 124, 138

Rosen, Pamela Clark..3, 73, 124, 133, 138

Rosenberg, Michael..3, 74, 125, 138

Ross, Chris..8, 55, 125, 138

Rude, Harvey..7, 9, 76, 111, 116, 125, 129, 138

Rush, Dathan..4, 77, 125, 138

Sailor, Wayne..4, 62, 125, 138

Savar, Cindy..10, 47, 125, 138

Schennum, Ruth..2, 78, 125, 138

Schroeder, Bruce..3, 79, 125, 138

Shaffer, C.G...2, 10, 80, 103, 125, 139

Simon, Amy..3, 58, 125, 139

Smith, Anne..8, 81, 125, 139

Smith, William..1, 12, 139

Smith-Davis, Judy..2, 82, 125, 129, 139

Street, Steve..4, 86, 126, 129, 139

Striffler, Nancy..8, 9, 84, 85, 106, 126, 128, 139

Thalacker, Barbara..2, 87, 126, 129, 139

Travnikar, Bernie..4, 86, 126, 130 139

Tyree, Rhonda..10, 103, 126, 140

Ueberle, Jerri..3, 88, 126, 130, 140

Yates, Tweety..8, 89, 126, 140

Zahn, Gail..5, 103, 126, 140